

# Molly's Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	127386
<b>Inspection date</b>	06 March 2008
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<b>Registered person</b>	Nicola Ann Ewen
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

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

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

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

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are 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?

Molly's Pre-School was first registered to provide sessional care in 1966. The current registered provider has also held the position of manager eight years. The pre-school is situated in Langafel Church of England School, Longfield in Kent. It has sole use of, and operates from, two interconnecting classrooms. There are two bathroom areas, kitchen and office areas and an enclosed outdoor area. The pre-school also has scheduled use of the school playground, a covered outside learning area and the performing arts room.

The pre-school is open each weekday morning from 9:00 am to 11:30 am, during term time only. The pre-school also offers some afternoon sessions for the older children, during the spring and summer terms, from 1:15 to 3:45 pm.

There are currently 58 children from two and half to five years on roll. This includes 37 funded three- and four-year-olds. Children attend for a variety of sessions. The setting welcomes children with learning difficulties and/or disabilities and supports children with English as an additional language.

The manager holds a National Vocational Qualification (NVQ) Level IV in Childcare and Development. She works directly with the children, along with 12 members of staff who work on a rota basis, of whom 11 staff hold appropriate childcare qualifications such as NVQ III, NVQ II and NNEB and five staff are working toward gaining a higher qualification.

The pre-school is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

There are excellent arrangements in place to promote children's health and well-being. Information about specific dietary needs is carefully recorded. Children choose from a selection of fresh fruit and a plain biscuit which helps to replenish their energy levels. Snacks are often linked to letter sounds of the week such as, 'k' kiwi fruit and 'n' naan bread. Children enjoy a social snack time, choosing when to stop play and sit with their friends. They have a choice of fresh milk or water to drink and most are able to use small jugs to pour their own drinks. Children have opportunities to participate in the preparation of snacks and take part in cooking activities, for example, baking bread and banana loaf and making fruit salad, and they have washed, peeled and cut vegetables as part of a tasting activity. Staff lay the foundations for healthy eating as they talk about healthy options and plan activities such as cutting out pictures of food that children consider to be 'healthy' and 'unhealthy' and sticking them onto a paper plate.

Children's physical well-being is extremely well promoted and they benefit from the many opportunities to be physically active. Children take part in spontaneous vigorous play in the fresh air and enthusiastically explore the outdoor environment on all but the worst weather days. Children pedal bikes and scooters with growing control and staff set up obstacle courses with tunnels and balance beams to challenge children and to develop their strength and coordination. Older children use the climbing frame with confidence and safety matting enables them to take safe risks. Staff support the younger children well. For example, as they attempt to hop on one leg, skip with a hoop or try out their skill on a balance beam. Children are able to rest and relax comfortably on the child size settee and arm chairs and they enjoy snuggling under a duvet as they look at books together.

Children thrive in the welcoming atmosphere. Staff are available to greet and chat to families as they enter and, as a result, children separate from their parents positively and settle quickly. The excellent staff to child ratios enable their emotional well-being to be well supported and children are forming positive relationships with staff and each other. As a result they show confidence and a sense of belonging.

Children benefit from the effective procedures which help to ensure that the premises and equipment are maintained in a clean and hygienic condition. For example, staff are responsible for thoroughly cleaning the premises after each session, carpets are vacuumed, tables washed, soft furnishings and dressing up clothes are routinely laundered and table top toys are sanitised at the end of each week. Children are helping to care for their environment by removing their outdoor shoes as they come in and changing into plimsolls. They eagerly help with activities such as washing the dolls' clothes and even raking leaves in the outside area.

Children are learning the importance of good personal hygiene as they are encouraged to use the bathroom independently, affording them privacy, and understand why they must wash their hands after using the toilet. Children say, 'The soap makes my hands clean and then I can eat my fruit'. A simple poster on the bathroom wall reminds children to flush the toilet and then wash their hands. Children are protected from cross infection as they use liquid soap, containing only natural ingredients, and paper hand towels. Children's health is safeguarded as staff use colour coded cloths and are vigilant in ensuring bathroom areas are monitored and kept clean. Staff follow clear nappy changing routines, younger children are sensitively supported with toilet training and staff provide clean clothes if children accidentally wet themselves.

There are effective arrangements in place to exclude children with infectious illnesses and procedures to care for children who may become unwell during the session. Children's health is effectively promoted as staff are well informed about individual health care issues and in the event of prescribed medication being required permission is sought and a record is accurately maintained. If specific medical knowledge is required training is obtained from a health care professional. Children's welfare, in the event of an accident or emergency, is promoted. Most staff hold a certificate in first aid and procedures ensure there is an appropriately stocked first aid box in the setting. Written parental permission is in place for seeking emergency medical advice/treatment and there is a clear system in place for recording any accidents or incidents, which includes a parental signature.

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

The provision is outstanding.

Staff are vigilant at all times, supervising the children indoors and outdoors effectively. Children benefit from excellent security on the premises. For example, at handover times, staff monitor the entrance and call out the children one at a time as their parent arrives to collect them. This ensures children only leave the premises with a suitable adult and details are recorded if someone unfamiliar is collecting a child. Staff ensure that all visitors are greeted and sign the visitor book and that they are supervised by vetted staff to ensure that children are safe at all times.

Children are safeguarded and protected from potential harm because staff demonstrate that they are able to recognise the signs and symptoms of possible abuse and/or neglect. The manager ensures there is up-to-date information and refers to guidance in Local Safeguarding Children Board procedures. There is a clear child protection policy in place which includes the procedure to follow in the event of an allegation being made against a member of staff. As a result the setting is aware of the procedures they must follow and there is a system in place to refer any concerns to the appropriate agencies.

The pre-school is bright and stimulating, enhanced through the use of posters, photos and colourful displays of the children's craft work. Planned activities and learning resources are carefully set out before children arrive. Space is appropriately organised with all areas of learning in clearly defined areas which enables children to move around safely and independently. For example, a writing area, maths corner, construction area, craft corner and the comfortable and extremely well resourced book and role play areas. Staff are vigilant in ensuring toys and equipment are safe and suitable to promote children's safety. Children have access a wide range of excellent quality resources. These are well organised in clearly labelled boxes and storage units and through evaluation the manager ensures play equipment promotes progression and provides sufficient challenge. Children know exactly where to find what they need to support and extend their play and this helps to encourage decision making and develop independence skills from a very young age. Children take some responsibility for their own safety and the

safety of their peers as they cheerfully help staff to clear away resources and sweep up spilt sand at tidy-up time.

Staff pay very good attention to children's safety. A comprehensive annual risk assessment is undertaken along with daily safety checks, both indoors and outside. This helps ensure that the premises, furniture and resources are safe and suitable for children to use. Water spills are promptly mopped up by staff, radiators are covered and the temperature of hot water is controlled to prevent children scalding themselves. This helps to identify and deal with any potential hazards and ensures children's ongoing safety by minimising accidental injury. Permission is obtained to take children on outings and in addition staff carry out, and document, a risk assessment for all outings.

Children learn how to handle tools safely. For example, staff organise woodwork activities and children gather around excitedly as a child's grandparent shows them how to use the vice, drill and real woodwork tools. Early attention to road safety is introduced during role play and staff make good use of local services such as the crossing patrol, police and fire service to chat to children about their role and to highlight potential dangers. Craft work, in connection with bonfire night, helps children understand the dangers of fire and this helps to reinforce children's understanding of their own safety. Fire exits are kept clear and routine fire drills help children become familiar with the procedures and they learn how to leave the premises quickly and safely in the event of a real emergency. Children know they must assemble quickly and hold onto a rope as they file out onto the playground where the register is taken.

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

The provision is outstanding.

Staff plan an exciting range of activities, based on interesting themes, which incorporate aspects of the 'Birth to three matters' framework. When children join the pre-school staff work closely with parents to find out what children already know and can do. Staff are skilled at engaging children's interest and bringing a clear focus to the activities provided. They adapt activities, either by simplifying or extending them, so that enthusiasm is sustained and all stages of development enjoy them. For example, when making flowers the young children glue their petals whereas the older ones cut out their own petals and use staples. Children use their imaginations during role play, caring for dolls, washing the dolls' clothes and pegging them on a line outside to dry. Staff have then invited a mother to the pre-school and children watched as she bathed her new baby.

Children look forward to coming into pre-school and become animated as they enter, receiving a warm welcome from staff. Young children spend the majority of their time exploring and learning from their chosen activities and are encouraged in this because all resources are accessibly stored. For example, children help themselves to drawing resources, additional craft materials and tools for the play dough and easily locate some small world figures to play with in the construction area. Children participate in group story and circle times and some planned focus activities. For example, in connection with the 'e' sound children decorate painted eggs with feathers and stickers and create a patchwork 'Elmer' elephant with coloured paper. Staff talk and listen to children and engage them in frequent chatty conversations. Staff are skilled at asking lots of open ended questions to make children think and to extend their language development and learning.

Effective staff deployment means staff respond to children's needs by supporting them in their chosen play. They do so with skill and consideration for children's individual needs and stage

of development. They are skilled at judging whether they need to offer help or when it is better to stand back and observe. For example, when the children are persevering to do their own zips up, put their shoes on, or when calculating numbers in their head. Children show great concentration as they use rakes, spades and shapes in the wet sand and a steady hand as they pour and fill in the water tray.

#### Nursery Education.

The quality of teaching and learning is outstanding. Staff have a very secure knowledge of how to implement the Foundation Stage curriculum. They have attended relevant training and continue to develop their knowledge of the stepping stones and early learning goals. Consequently, children are making extremely good progress towards the early learning goals. Children spend some time in small groups with their key worker, at the beginning of the session, planning and talking about what they intend to play with. Children are encouraged to write their own names and to draw a picture of their chosen activity. Staff then use this at snack time to help children review what they have done.

A strong emphasis is placed on children learning through their own first hand experience, discovery and exploration. Children select what they play with and decide how they spend the majority of their time. The planning systems ensure that children take part in a varied range of planned focus activities. All staff contribute in the planning process which consist of long, medium and short term plans. Each week a phonetic letter sound is introduced along with topics such as 'My Body', 'Space', 'Senses' and 'Things that grow'. All staff review and evaluate child observations and all of the activities. This information is then used by the manager to monitor and draw up the plans to include the next steps in all children's learning. Strong links with the school ensure a smooth transition into Reception class. For example, children create an 'All About Me' book to pass on to their teacher, they have a 'shared lesson' with the Reception class and join in with some of their story times.

Children show excellent progress in their personal, social and emotional development. Children play in small groups, relate well to each other and have formed close and caring friendships. Staff are enthusiastic in their work and as a result children develop a positive attitude towards learning. Staff frequently praise and encourage the children, which builds their confidence and self-esteem. Children are developing their self help skills, for example, dressing and undressing themselves in role play costumes and by independently using the bathroom. Staff use circle time and stories to talk about feelings and to develop an understanding of the needs and feelings of others. Children are exceptionally well behaved. They are familiar with the rules and are able to take turns and cooperate during games such as snap and picture lotto and when talking during circle time.

Children's knowledge and understanding of the world is extremely well promoted. Children are inspired to explore and investigate the varied range of activities and resources such magnets, different coloured and scented water and wet and dry sand. Staff set out magnifying glasses with a different selection of natural materials each week. For example, cones, seeds, bulbs, willow balls, tree bark, pebbles and rocks. Children experiment with jelly, watching it dissolve in hot water and set in the fridge. Children are introduced to technology as they can use computers and electronic toys at each session. Children operate cassette players and use earphones to listen to 'The Tiger who came to tea' story. They show good control with the mouse and are able to follow on-screen instructions, as they work through computer games, requiring minimal support of an adult.

Children have tremendous fun learning about baby animals on a whole pre-school visit to Nepicar Farm and parents accompany their children on a visit to Lego Land. Children join in with school activities such as watching the Kent Morris Dancers in the playground. Photos of these events enable children to talk about the activities and to remember past experiences. Children gain an understanding of the wider world as they have opportunities to find out about a number of different festivals throughout the year. For example, children learning about Chinese New Year tried using chop sticks to eat their prawn crackers, found out about the Chinese signs of the Zodiac and made rat and Chinese Dragon collages to create a colourful display. Children benefit from the good opportunities to learn about nature and the environment. They enjoy digging and planting bulbs in the outside area, looking for worms and making bird feeders. They particularly enjoy watching and listening to the baby birds in nests the robin and blue tits have built in the pre-school hedgerow.

Children enthusiastically develop their understanding of numbers through activities and the use of equipment which supports their early counting and number recognition. Planning clearly shows how the activities help children build on their knowledge of measure, time and shapes. For example, by investigating and discovering capacity by exploring the properties of coloured water and melting ice and by using scales to weigh conkers. Practical activities, such as pairing, sorting and counting small animals and dinosaurs, help promote children's understanding of addition and subtraction. Children draw charts to record how many of each colour dinosaur they have counted or how many peas were inside their pod. Children understand 'one more' or 'one less' and are able to estimate how many children it will take to fill the gap on the mat during circle time. Children recognise numerals and can use a number key, for example as they paint the sections of an umbrella. Children are developing their use of appropriate language, for example, 'over', 'under' and comparing the 'longest' and 'shortest' sides of the balance beams.

Children sit mesmerised listening to stories read by staff who are skilled story tellers. Children are encouraged to join in and talk about what is happening. For example, whilst reading 'Going on a Bear Hunt' the children enthusiastically joined in with all of the actions singing out 'Were not scared!' and laughing together. During 'Elmer and the Lost Teddy' the children discussed how they felt the Teddy was feeling. This encourages children to see books as a source of pleasure and enjoyment. Children enjoy spending the day dressed up as a favourite book character on World Book Day. Children have excellent opportunities to speak in small and large groups. Many children are able to recognise their name from their name card and write their name on their own work. The well resourced writing area provides lots of opportunities for mark making; pads and notebooks in the role play and construction area mean children attempt writing for a purpose. Many children are able to form recognisable letters and even spot that they have made a 'c' shape when sitting on the carpet and say if children spaced out it would make an 'o' shape. Displays and furniture are clearly labelled. Children are encouraged to find objects with their parents at home beginning with the letter sound and proudly show these during circle time. For example, for 'e' children produced items such as an evergreen collage picture, an egg cup, elephant and an envelope.

Children use the role-play area to dress up and play imaginatively together. For example, children wear costumes throughout the session and pretend they are buying food from the 'Super, Supermarket'. They dress up as astronauts and blast up into space in the tent shuttle shouting, '5,4,3,2,1, Blast Off!' Children have lots of opportunities to use a variety of multi-cultural musical instruments and make their own sounds with shakers they made from plastic bottles. Children enjoy singing familiar songs and spontaneously sing 'Five Little Speckled Frogs' and 'Ring a Ring of Roses' as they play on the balance bars. They use a range of resources

such as toothbrushes, rollers, candles, bubbles, vegetables and leaves when experimenting with paint and have opportunities to use a variety of mediums such as soap flakes in water with whisks, corn flour, pasta shapes, recycled junk, material, sequins and glitter. Children practise weaving, make peg puppets and treasure maps. As a result, children are able to explore their own creativity.

Children are offered an excellent range of resources to develop their physical skills. Children work cooperatively as they play games with the large parachute, take turns in the community boats and use large cardboard boxes to build camps. Children carefully aim and throw rings over a hook, bounce on space hoppers and practise their throwing and catching skills with beanbags and balls. As part of the 'e' sound week children took part in 'exercise' where they did push ups and running on the spot until they could feel their hearts beating fast and they were out of breath. Children perform star jumps on the trampoline and eagerly participate in action songs, exploring and refining their movements during the music and movement sessions. Children show great dexterity as they are able to use a range of tools and equipment, such as scissors, pens, rollers, cutters, threading beads and small construction. They particularly enjoy tapping in the small tacks, using the wooden hammer with growing skill and confidence, and this helps to develop their fine motor and co-ordination abilities.

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

The provision is outstanding.

Children's spiritual, moral, social and cultural development is fostered. Simple fund raising events for the NSPCC help raise children's awareness of the needs of others and they learn to care for the environment by studying topics related to nature and recycling. There are extremely good systems in place to ensure that children settle well when they first start. Staff seek a detailed history from parents and spend time discussing how the setting operates. As a result children's individual needs and background are valued and respected by the staff who use their knowledge of each child to plan for their development.

Children benefit because partnership with parents is outstanding. Parents receive a prospectus and read the pre-schools policies and procedures when their child first starts. Parents are made aware of the complaints procedure via the prospectus and notice board. Effective systems are in place to share information and to involve parents. These include newsletters containing information on topics/themes for the term, covering the areas of learning these relate to. These, along with regular newsflashes with general reminders and updates, help ensure parents can support children's learning at home. For example, by helping their child find items relating to the letter sound of the week. A parent rota enables them to take part in the session with their child and offers the opportunity to observe how staff support children's learning.

The prospectus includes information relating to the Birth to three matters framework and the Foundation Stage curriculum and clearly explains how the setting plans to enable children to make progress. Parents receive good quality information when their child becomes eligible for nursery education funding. Parents know who their child's key worker is and can spend time at the end of each session sharing information. Child observations and progress records are available on request and parents are invited in at the end of each term to meet with the key worker, look through these records, at the activities the children have been doing and to discuss their child's next steps. The setting regularly uses questionnaires to gain parents' views and to help evaluate the service they are providing. Parents are very satisfied and feel staff provide an excellent level of care and learning opportunities for their children.



Children's behaviour is exemplary. Staff are extremely good role models and children's social skills are developing because staff encourage them to have good manners, for example, they remind children to say please and thank you at snack time. Staff acknowledge children's feelings, speak calmly to the children and clearly explain social rules. As a result children are learning right from wrong. Children's self-esteem is fostered as staff routinely praise them and recognise their achievements. Children show caring attitudes towards others in the group, who relate well with each other, and as a result positive relationships are forming. For example, older children help younger ones by reminding them of the rules and showing them how to complete activities whilst at the same time re-enforcing their own skills. Children happily share experiences of their home and family life during circle time, demonstrating a sense of community amongst their peers. The manager ensures there are enough of the popular toys and resources so children are meaningfully occupied and unnecessary conflict is avoided.

Children explore and find out about others in the wider community. Staff plan a range of activities which help children find out about how other people live. For example, learning about Eid, Ramadan, Divali and Chinese New Year enhances their early understanding of different cultures. Children, parents and staff are encouraged to contribute by sharing their home and cultural experiences. For example, parents make samosas for the children to taste, children paint Ranghoulis henna patterns on their hands and a child's older sibling made a book about Divali for the pre-school. Diversity is acknowledged and promoted through the use of multicultural resources such as Indian wall hangings, dual language books, posters, puzzles, dressing up clothes, dolls and play food in the role play area. Staff demonstrate a non-sexist approach to children's play and ensure all children have equal access to the activities and resources. For example, girls are encouraged to design and build in the construction area, dress up as a dinosaur and to play with vehicles. Staff encourage girls to use the bikes in the outside area and boys happily play in the role play area.

The setting has an inclusive approach and children with learning difficulties and/or disabilities are welcomed. Staff look at the pre-school environment to see how it can be made accessible to all and ensure play resources reflect positive images of disability. For example, story books about mobility, and small world figures. Staff make observations of all children's development and any concerns identified are sensitively shared with parents. The manager and special educational needs coordinator (SENCO) liaise with parents and external agencies to ensure all staff receive guidance in how best to support children. Individual Educational Plans are drawn up to identify and plan for children's development and these are regularly reviewed with parents. Children from a local Special Needs School have spent time joining in with the pre-school activities and children had the opportunity to meet a guide dog and see how it helps its owner. These measures ensure children develop a positive attitude to diversity and ensure children with a learning difficulty or a disability have appropriate systems put into place to support them.

## **Organisation**

The organisation is outstanding.

The setting meets the needs of the range of children for whom it provides. The well thought out organisation of the resources, together with the highly effective deployment of staff, enable children to feel secure and to benefit from high quality care and education. Interaction between staff and children is excellent and this helps children gain in confidence and self esteem. Staff ensure children have a balance of indoor and outdoor play as they have free flow use of an enclosed outdoor area along with scheduled use of the school playground and a covered outdoor area. Staff support each other as a team and follow clear rotas and routines to ensure children's

health and safety. The outstanding practice within the pre-school is underpinned by a clear operational plan and policies and procedures which provide staff and parents with an effective reference tool. The manager ensures all policies and procedures are regularly reviewed and updated. All required documentation is in place and confidentiality is maintained as children's and staff's records are carefully stored.

Children are protected as there are rigorous procedures in place for the suitable recruitment and vetting of all new staff. The manager has implemented a comprehensive induction programme for all staff and ensures that children are never left alone with un-vetted adults. All of the staff, with the exception of one, hold a recognised childcare qualification, or are working toward one. Staff are supported in their work through an appraisal system and ongoing training is actively encouraged, promoting their professional development and ensuring their on-going suitability. For example, all staff have recently attended training on the new Early Years Foundation Stage.

Leadership and Management is outstanding. A particular strength of the setting is the highly effective management structure and excellent working relationships between manager, deputy and staff, all of whom incorporate their training skills and experience to develop a clear vision and positive approach in providing excellent opportunities in order that children achieve their full potential. The manager is highly motivated and her enthusiasm continually influences practice and improves the quality of care and education for children, for example, by accessing training for herself and all staff. Children benefit as the manager has developed strong links with the school and attends joint planning and curriculum meetings with them.

The whole staff team are committed and contribute in the detailed observing of children, planning of the curriculum and to the monitoring and evaluation of the effectiveness of the nursery education programme. For example, all staff meet after each session to discuss and evaluate the session structure, all of the activities and their child observations. This information is then included on the weekly plans and used as a tool to plan for individual next steps in learning. This ensures all staff are aware of the intended learning outcome of each activity and so are able to differentiate for the younger and older children. The manager regularly reviews these records and uses them to complete a comprehensive report of children's progress and development for parents as their child transfers to school. Overall, the manager and staff team show a clear commitment to providing children with an environment where every child matters.

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

Following the last care inspection children are now offered a varied range of healthy snacks. Parents read all of the pre-school's policies and procedures when their child first starts and a copy is pinned onto the parent notice board for further reference. The manager has introduced a detailed induction programme for all newly appointed staff.

Following the last nursery education inspection the pre-school has detailed planning which clearly shows the activities and their intended learning intentions. This includes information on helping children learn about different festivals. Planning shows how activities can be differentiated for the more able or younger children. The pre-school environment is rich in print and so children have opportunities to view the written word and to recognize familiar words.

## **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](http://www.ofsted.gov.uk)