

# Little Treasures Nurseries Ltd

The Lighthouse, 12 Haverfield Road, SPALDING, Lincolnshire, PE11 2XP

<b>Inspection date</b>	08/10/2013
Previous inspection date	03/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Practice within this nurturing and welcoming nursery is outstanding. Skilled and knowledgeable practitioners form close, trusting relationships with children who learn and develop rapidly through their interaction and the superb activities on offer.
- Practitioners are resourceful in their use of story sacks and discovery boxes to help promote children's love of reading. They offer children multisensory experiences to capture their interests, sustain their motivation and encourage them to experiment with reading and writing.
- Children develop strength, coordination and control over their bodies through the wonderful variety of active and inspiring opportunities they are offered, which enable them to develop high levels of confidence in their ability to move and master new skills.
- Children who speak English as an additional language receive excellent support. Practitioners speak to them using their home language, which they also see reflected within resources and labelling in the environment. This provides them with highly beneficial opportunities to learn English while feeling valued and supported.
- The nursery seek to engage parents in their children's learning in a very wide variety of ways, such as, inviting them to join in with circle time, story time and special events, such as a 'Pirate Picnic'. This helps make children's learning a joint venture and offers them a consistent experience.
- The nursery take part in many new initiatives designed to further improve the high quality they offer within the educational programmes and particular importance is attached to children's outdoor and physical play.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the each of the nursery base rooms and the outdoor area, including a joint observation with the deputy manager of a musical activity in the pre-school room.
- The inspector held a meeting with the acting manager of the provision and spoke to children's key persons, as appropriate, during the inspection.
- The inspector looked at children's records, planning, evidence of suitability of practitioners working within the nursery, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day as well as information included in the nursery's parent survey.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

Little Treasures Nursery Ltd was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and is situated in the former Lighthouse Centre in Spalding, Lincolnshire. The nursery serves the local area and surrounding villages. It is accessible to all children, operates from two adjacent buildings and there is an enclosed outdoor play area. The nursery employs 14 members of childcare staff, 11 of whom hold an appropriate qualification at level 3 or above. Five members of staff are currently working towards a higher level qualification.

The nursery is open Monday to Friday of each week, from 7am until 6pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 105 children attending who are in the early years age group. The nursery provides funded early education places for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority and has undertaken the local authority quality assurance scheme.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- consider developing further the excellent partnership working with the local children's centre to further extend the extremely positive relationships within the local community, to offer additional support mechanisms to families using the nursery.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The inspiring and professional staff team at this vibrant nursery offer children a truly memorable early years experience within an environment as close to home as the nursery can make it. Knowledgeable, enthusiastic practitioners enhance the delivery of the educational programmes through the imaginative and creative use of the plentiful resources on offer. As a result, children relish coming to the nursery and make excellent progress from their initial starting points. Key persons are identified as children begin attending and offer parents comprehensive support throughout their child's time at the nursery. Wide ranging and purposeful information is gathered as children begin attending to ensure they make excellent progress in their learning right from the start. Throughout the nursery, sensitive, ongoing observation and assessment of children enables

practitioners to accurately pinpoint the next steps in their learning. These details inform the comprehensive planning, which provides clarity to any practitioner needing to inform themselves about a particular child. This ensures that at all times, children's progress is being monitored and tracked. Resultantly, they gain optimum benefit from the extensive and flexible learning opportunities offered.

Children become engrossed in activities, which meet their individual needs and follow their specific interests. Practitioners are highly skilled at challenging them and seeking to encourage their extended concentration and thinking skills. For example, children are invited to join an activity introduced to them as 'peeping into the magical box'. Children reflect the practitioner's hushed tones as they gather round and watch entranced as she opens the lid of a rainbow coloured basket. She asks them what could be in there and they excitedly guess 'drums', 'pianos' and 'smiley faces'. She enjoys playful interaction with them, exclaiming that 'surely a piano would not fit in this basket?' Children join in the fun, laughing and watching in wonder as they anticipate what will come out when the lid is taken off. Their involvement levels increase further as they are invited to choose different instruments from inside and each child takes a turn to do so. The practitioner extends the activity by discussing the colours, sounds and how children might play each one. Children closely study the glockenspiel, count the bars on it and learn its name before playing the instrument. They shake the tambourine, doing so with a flamboyant flourish as the practitioner encourages them. When each child has an instrument to play they become the band accompanying the music the practitioner puts on. They are delighted with their new found skills and their eyes light up as they mimic the rhythm of the music and move their bodies in time to the beat. Similar frequent and imaginative use of resources awakes children to the endless possibilities available to them through learning. This prepares them superbly in readiness for their formal learning later on as they gain confidence and lifelong skills.

The excellent educational programmes offer a balanced range of adult-led and child-initiated activities according to children's age and stage of development. Practitioners understand the need to concentrate on the prime areas of learning with younger children and the progress check for children at age two is embedded within practice. The nursery strives to encourage more parents and carers to participate in activities and nursery life and use many innovative ways to accomplish this. They invite them to join in with circle time at the start of sessions, story times and other activities to support the children's learning and offer ideas for parents and carers to do at home. Much information is shared on the parents' display boards and pre-school parents also share their thoughts, views or ideas with practitioners on an interactive pin board. Photographs of children in the entrances and around the rooms enable parents to see what their children have been doing. Practitioners also record children's learning and development in 'group planning books'. These are displayed in the main entrances so that parents can look at them when they wish to. Children and practitioners discuss these books daily to help children recall what they have previously been doing and encourage them to share their thoughts and ideas about past events.

Children speaking English as an additional language and those with special educational needs and/or disabilities receive particularly nurturing and supportive care and learning. They make exceptional progress from their initial starting points. Practitioners work closely

with their parents and other professionals involved, ensuring their individual needs are catered for. For example, the nursery gathers key words in children's home languages and practitioners learn them to use with children throughout the day. Additionally, the exceptionally well labelled environment reflects other languages spoken and resources are purchased to further enable children to feel welcomed and valued. Any specialist equipment needed to stimulate children's interest and progress is sought for them to use. The dedicated and very genuine concern for children shown by practitioners is worthy of dissemination. Their positive, caring and insightful attitude ensures that children's learning and development is carefully monitored and assessed. In this way, the nursery guarantees that assessments are ready for use by any external agencies and professionals involved. Children, therefore, receive highly individualised learning and their progress is ensured through accurately timed input and support.

Children have superb fun in this stimulating and extensively resourced learning environment. Activities which encompass all areas of learning challenge them to think and solve simple problems. For example, toddlers go out for a walk to gather autumn leaves. They make links in their learning as they use them the following day to create leaf prints for the autumn tree they are creating as part of a seasonal wall display. Their understanding of early mathematics develops as they count the leaves and create patterns in the paint. They develop their manual dexterity as they use a range of different brushes and tools to make marks. Children concentrate hard as practitioners demonstrate how to create a leaf print. They try themselves, persevering as they master adding paint to the leaf and turning it over to create their print. They learn about colour names as practitioners tell them that autumn colours are red, orange, yellow and green. Finally, when they have accomplished the task they smile and hand their masterpiece to a practitioner who praises their efforts.

Children's language develops highly effectively as they hear practitioners read to them and look at books themselves, retelling familiar stories. They benefit from beautiful 'communication friendly' spaces, which invite them to come in and sit down to enjoy quiet time or read. Soft drapes, sparkly lights and cosy cushions, seats, blankets, fleeces and rugs offer them 'time out' to reflect and consider or enjoy a favourite story or rhyme. Practitioners sing throughout the day with children, who relish the fun they have as part of a group. They join in enthusiastically with the familiar refrains and perform the actions to well-known songs and rhymes. Children learn about the rhythm of language as they hear poetry and repeat the simple rhymes they hear. Practitioners exchange conversation with them in playful fun and offer them explanations, which help them make sense of their world. Of particular note is the superb engagement there is between practitioners and children. They leap onto the practitioners exuberantly in anticipation of the next innovative activity they are being offered. They have excellent fun as they chatter and help prepare and put away resources, demonstrating their excellent recall skills as they discuss the cloud watching they did yesterday. They excitedly discuss how they set out rugs and laid on them watching the 'fluffy white clouds in the blue sky' and the animal shapes they saw. The plethora of creative and stimulating activities offered, together with the dynamic interaction between practitioners and children, brings the day alive for children and injects fun into their learning. The magical and flexibly used outdoor space is a magnet for the children who love to take their play and learning outside. They delight in reliving the fun they had on a camping holiday as practitioners help them create a camping area outdoors.

They use large rucksacks, build a tent and set up their camping stove and kettle. This becomes a space children use inventively for all manner of activities. For example, amid the bustle and noise going on around them, a practitioner and child sit quietly together. The practitioner shows the child how to create a hair braid like the one the child had on holiday. The child concentrates carefully as she holds one end and watches the braid grow, developing her mathematical knowledge and enjoying the strong rapport that exists between her and the practitioner. Children become lost in an imaginary world as they dig in the mud and create a 'dinosaur land'. Children enjoy using the growing area where they plant and grow flowers, vegetables and herbs. This enables them to understand where their food comes from and they begin to relate this to leading a healthy lifestyle. They are active in many different ways and every aspect of their learning is replicated outside, offering them the option to freely select where and how they want to learn. They make mobiles and plant hanging baskets, which decorate the outside area adding to its attractiveness and children feel pride in their achievements.

The baby room environment is amazing. It is a unique, cosy, warm and safe space within which the babies grow and learn. They develop affectionate and secure relationships with the warm, skilled and professional practitioners working with them. The calm, home from home, light and airy rooms contain many stimulating and interactive resources, designed to ignite babies' interest in their surroundings. They play in the black and white draped tent area and watch mobiles made out of natural resources and reflective and sparkly materials. Babies use their senses as they watch themselves in the mirror and feel the different sized and textured tiles surrounding it. They see herbs growing in attractive planters and explore treasure baskets containing an extensive variety of items, such as, natural resources, cars and materials of differing textures. Practitioners sensitively interact with these very young learners talking to them in soft, gentle tones and offering them single new words. They sing to them frequently, offering lullabies to help them sleep and nursery rhymes to develop their early understanding of language.

The nursery has a unique approach to confirming children's learning throughout the nursery. Activities grow out of children's interests and they become deeply involved as practitioners go to considerable lengths to extend and develop their interest through the provision of exciting and challenging activities. They then incorporate all elements children study into a 'grand finale' day when they invite parents to join them. For example, they held a 'pirate's picnic' as the culmination of their pirate week when children made and decorated their own pirate chest, filling it with 'treasure' and 'money'. They made their own telescopes and enjoyed searching for pirates outside, looked for treasure in the sand and used teabags to make maps look old. At the end of the week they held a 'pirate's picnic', which parents joined them for. This week they are completing their autumn theme and will be making their own pumpkins. At the end of the week, the children will all have their faces painted as Pumpkins so that when their parents collect them they can join the annual Pumpkin Parade that goes through the town. These and many more wonderful opportunities are afforded to children throughout their time in the nursery. They superbly promote their rapid development and prepare them exceptionally well for the next steps in their learning.

## The contribution of the early years provision to the well-being of children

Children are secure, settle quickly and are exceptionally happy in this vibrant nursery. All children and practitioners know one another well and exchange friendly conversations in this small, homely nursery. Children develop warm, affectionate relationships with their key person and approach them for guidance, support and reassurance. As a result, they are confident to explore the environment and increase their independence through the continuous, skilful interaction they enjoy with focussed, articulate and professional practitioners. The nursery has a thorough induction procedure in place, which is designed to offer children a gentle introduction to the nursery. They prefer to work with parental wishes to settle children based on the premise that each family knows their children best. Wherever possible, very young children follow their usual home routine. Great thought is given to ways in which children will settle more easily and familiar comforters, teddies and other toys can be brought in. In the baby room, parents are asked to bring in a scarf they have used, which practitioners wear when comforting babies or rocking them to sleep as the familiar smell helps them relax. Practitioners skilfully watch out for new children as they arrive and offer them a genuinely warm welcome, stretching out their arms and calling to the child by name. They keep a watchful eye over newer children and offer them comforting hugs, cuddles and reassurance. They explain nursery routines and give children time to adapt to their new environment, adopting individual strategies to help children who are finding it difficult. Activities that form a part of each nursery day encourage all children to interact positively with their peers. For example, they sing a song at circle time to say 'hello' to each child and say how lovely it is to see them here today. At the same time they listen carefully as they revisit their 'golden rules', which help them learn how to behave towards one another. Children are confident, self-assured and 'own' the nursery environment. They are very active learners who move freely around the space, displaying familiarity with where to find their chosen activities and highly positive dispositions towards learning.

There are very few incidences of negative behaviour, but where children do need support practitioners handle this sensitively, bobbing down to children's levels and speaking quietly to them. Firm, gentle guidance helps children know what is acceptable and they learn to consider other's feelings. The recently introduced 'Wow!' boards to celebrate children's achievements both at home and within the nursery. The parent notice board is full of useful information and details of nursery initiatives, such as, the forthcoming 'Pink Day' they are holding in support of a national charity, as well as information about children's learning.

The brightly decorated and child-oriented bathrooms create a positive atmosphere within which children learn to manage their personal hygiene routines exceptionally well. Signage provides a colourful reminder of why children should wash their hands thoroughly. Nappy changing takes place in an equally bright and welcoming area and children's routines are closely followed. Nappy changes follow children's individual needs as well as changes taking place at standard times throughout the day. High quality practice throughout the nursery ensures that children's individual needs are met and that germs do not spread.

Children's safety is always prioritised and comprehensive, balanced risk assessments are

carried out. Practice is closely monitored by the nursery owner who is vigilant and very particular about the standards of operation and hygiene within the nursery. Security of the premises is given the highest consideration and children's safety is rigorously protected with regard to the proximity of the road through a number of stringent measures. Regular fire drills, exiting out of different parts of the nursery, help children learn what to do in the event of needing to evacuate the premises. Children's understanding of such procedures is further confirmed as they study topics about people who help them, dress up as firemen and enjoy a visit from a fire safety officer. Children learn about road safety on local outings as well as through discussions, which also promote their understanding of their local community.

Children's understanding of healthy eating and the contribution a healthy diet plays, is extensively promoted by practitioners. As well as growing their own vegetables and soft fruits, children are offered very healthy nutritious foods. These contain no added salt or other additives and are freshly cooked on site each day. Furthermore, the menu is rotated every four weeks and is seasonally adjusted. Most importantly, children's traditional dishes from around the world are incorporated into the meals cooked. This helps children explore the rich diversity there is in the foods available and helps them understand about cultural differences. The nursery also promotes the 'Eat well, live better' campaign and portion control through displays in the nursery and as children are served meals. Snack provision is equally healthy and is varied to offer children opportunities to try new foods, such as unusual fruits. For example, children experience the feel and look of a pineapple before eating it and the babies' pineapple is sanded before they touch it to protect their delicate skins.

Through a combination of high quality resources and skilled and dedicated practitioners, children's all-round development is supported to a very high standard. The nursery promotes the 'home from home' environment they offer and this is evident in practice. The dynamic and stimulating environment offers children diverse and interesting opportunities, which help develop their independence and support them in becoming capable, confident learners. Staff are very experienced at supporting children as they move up to school. Teachers from the local schools come in to see children during the term before they go to school and children are offered reciprocal visits to become familiar with their new school. These arrangements help smooth the transition very well for children as they leave the nursery to begin their formal education.

### **The effectiveness of the leadership and management of the early years provision**

The highly comprehensive suite of policies in place within the nursery and the thorough induction and ongoing continuous professional development, ensure that practitioners maintain very high standards. Management of children's behaviour is exemplary and children are secure, settled and happy. The detailed system of risk assessment further supports the safety of children within the setting.

The success of this nursery is a result of the strong team ethos, which has been created



by the exceptional leadership and management provided by the nursery owner and nursery manager. The owner is involved in the day to day management of the nursery and the team appreciate her 'hands on' support and professional guidance. The nursery manager has undertaken a degree in early years and the additional expertise she brings to practice within the nursery has effected considerable improvements. Consequently, children make excellent progress towards the early learning goals. Both the manager and owner are passionate about the provision of 'home from home' care, active learning and seek to offer every child 'considerable individual attention to achieve their full potential'. The owner and manager share a dedication to improve the lives of children and families who attend, ensuring they achieve their full potential while at the nursery. Their joint vision for the future is to offer children a completely open plan environment where high quality play opportunities are the vehicle through which children learn. Consideration can be given to enhancing the excellent partnership working with the local children's centre and local community to offer additional support to all families. Staff take their role very seriously, but practitioners inject a sense of fun into their interactions with children. Children benefit from the use of an exceptional range of resources and a fantastic environment where their individualised learning is prioritised.

Parents speak very highly of the nursery and comment on how much their children enjoy attending. They particularly value the genuine care and warmth practitioners offer their children and the progress their children make. The excellent baby room environment and practitioners receive particular mention. Practitioners speak in praise of the manager and owner saying they cannot fault the way in which the nursery operates. In turn, practitioners are highly valued. Continuous professional development is considered extremely important and benefits both practitioners as individuals and the nursery as a whole. The individual skills of practitioners are recognised. The owner and manager know each of them well and reward their dedication and hard work. Team events, such as, a weekend away rock climbing are offered to show appreciation of the hard work that goes on and to further strengthen the team ethos within the nursery.

Monitoring and evaluation of the educational programmes is rigorous. The manager oversees practice within each base room on a daily basis and learning journals are regularly checked for content and quality. This also forms part of the regular supervision and team meetings where discussions confirm understanding and new information is shared. Annual appraisals are in place and underperformance is challenged and dealt with through a comprehensive procedure. Documentation is thorough and practitioners are supported in their practice through a staff manual and frequent verbal feedback. These measures create a highly positive atmosphere within the nursery where all practitioners feel valued, supported and appreciated. As a result, children flourish and grow as individuals in the warm and welcoming atmosphere that pervades the whole nursery.

The owner and manager's vision for the future of the nursery is impressive and they strive for excellence in all the nursery does. The action plan clearly demonstrates the ongoing plans for the nursery. Achievable goals and measureable timescales are set through rigorous, effective self-evaluation and reflective practice. The superb organisation of the setting reflects the management and organisational style. Documentation to support the running of the nursery exceeds requirements with much careful thought given to initiatives and ensuring children's safety. All practitioners are subject to rigorous recruitment

procedures. They begin work as apprentices and are only offered a permanent position when the nursery is satisfied that their practice matches their qualifications and is of a sufficiently high standard. A comprehensive range of policies and procedures safeguard children, such as, ensuring mobile and electronic devices are not used within the nursery. The security of the building both inside and out ensures children play and learn in a safe and secure environment, which superbly promotes their care and learning.

The nursery works closely with other professionals and parents to ensure that children's individual needs are highly effectively met through timely and well-targeted support. The nursery attaches great importance to transitions. Excellent links exist with other early years providers and plans are in place to further extend partnership working with other early years settings to support children through transitional stages.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY401199
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	938116
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	85
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Little Treasures Nurseries Ltd
<b>Date of previous inspection</b>	03/04/2013
<b>Telephone number</b>	01775 714 224

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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