

Blackberry House Day Nursery (Wisbech)

255, Norwich Road, WISBECH, Cambridgeshire, PE13 3UT

Inspection date	12/08/2013
Previous inspection date	05/10/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- The uncompromisingly high standards expected by the nursery management team result in a very high quality curriculum delivered by motivated and professional practitioners through highly effective teaching. This ensures that children make excellent progress in their learning and development and are well prepared for the move to school or next step in their learning.
- The inspiring and personable nursery manager leads a professional and dedicated team of practitioners. Together, their creative thinking enables them to offer children challenging and stimulating activities within a positive, highly enabling environment.
- Children with special educational needs and/or disabilities and those speaking English as an additional language, are sensitively nurtured and make superb progress. The role of the key person in offering them support is securely embedded in practice and children are confident, happy and curious learners.
- Children display very high levels of confidence and security as skilful practitioners encourage them to concentrate and become engrossed in their learning. They praise them frequently and offer them individual attention.
- The nursery offers a flexible service to parents and children from the time they start attending. The warm, welcoming approach offered exemplifies the home based care and family ethos the nursery promote. This helps families relax, feel comfortable and confidently entrust the nursery with their child's care.

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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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the base rooms, the dining room and the outdoor areas.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's assessment records, planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of five parents spoken to on the day as well as information included in the nursery's parent survey.

Inspector

Deborah Hunt

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Full Report**Information about the setting**

Blackberry House Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a converted building in Wisbech, Cambridgeshire. The nursery is privately owned and managed. Children attend from Wisbech and the surrounding villages. The nursery is accessible to all children and there are enclosed outdoor play areas.

The nursery employs ten members of childcare staff and the proprietor, six of whom hold an appropriate qualification at level 3 or above. There are two staff working towards a qualification. A housekeeper, an assistant housekeeper and a nursery chef are also employed.

The nursery is open Monday to Friday of each week from 7am until 7pm, for 51 weeks of the year. It operates an out of school club between the hours of 7am and 9am and 3pm and 6pm each day. Children attend for a variety of sessions. There are currently 75 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 is a member of the National Day Nurseries Association and they receive support from the local authority.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- continue to develop the already exceptional outdoor educational programme to incorporate more risk taking and challenge.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Practitioners at this unique and stimulating nursery prioritise children's individual learning and development through precise and thorough assessment as they begin attending. Parents complete a 'getting to know you' form, which details children's specific interests on entry to the nursery. Practitioners also complete one each time children move up through the nursery. This enables them to engage children in their learning through activities that harness their interests. In this way, children make rapid progress towards

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the early learning goals. Practitioners use their extensive knowledge and skills confidently to deliver the high quality curriculum and maximise learning opportunities. They demonstrate a keen awareness of the aims and objectives of planned activities and, as a result, children gain confidence and skills that prepare them extremely well for the move to school. Practitioners across the nursery know each child in-depth and monitor their progress through careful observation and assessment. These contribute to the knowledge they have of each child, which enables them to plan the next steps in their learning through targeted activities aligned to their individual interests.

Children's learning journals are comprehensively completed and show that practitioners have a secure understanding of the learning and development requirements. They use this in-depth understanding to promote and embed children's learning through a diverse and stimulating range of activities. Planning is accurate and concise, observations are astute and precise and gaps in children's learning narrow rapidly from initial starting points. Children make excellent progress with many exceeding developmental expectations for their age as a result. The 'progress check for children aged two years' is securely embedded in practice and parents are involved. An outstanding range of approaches successfully engage parents in their children's learning. For example, the nursery offer frequent stay and play sessions, when parents can come and share in messy and creative activities with their children. A daily diary is used for children up to the age of three years to share details of their day both at home and in the nursery. Newsletters are sent home both by individual units, and by the nursery as a whole. These inform parents of new initiatives and activities to try with their children at home. Pre-school children have 'home-bags' that are used to convey information between the nursery and the home learning environment. The nursery believes that parents are children's first and enduring educators and seek to continue this in whatever way suits each family best once the child joins the nursery. These initiatives, together with close liaison with local schools about which reading scheme to use with children ready to read, superbly promotes children's literacy and vocabulary.

A highly positive and proactive approach is taken with children who use, or transfer to or from, another setting, to ensure they are offered a consistent learning experience. For example, children's learning journals are forwarded with parental consent and the child's key person is contacted. The nursery also uses transition forms, both as children move up through the nursery and when children move onto another setting or school. This form contains details other than that found in their learning journals. Additionally, grandparents, childminders and other carers who collect children are also welcomed, which has a positive impact on children's nursery experience.

Children throughout the nursery enjoy exciting, diverse learning opportunities each day. For example, an older toddler spends time with a practitioner as they build a stickle brick tower together. The practitioner capably supports the child's knowledge and understanding of colour, number and texture as they add each layer. She allows the child time to recall numbers they know and to practice their manipulative skills as they press the stickle bricks into place. A window is added and further layers of bricks afterwards until they have built 'a very tall tower'. The practitioner skilfully links the tower to the fairy story of Rapunzel and the child recalls how her long hair hangs out of the window. The child and practitioner enjoy this intimate and quiet activity together and the child is

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engrossed as they recall the story and build their own version through the use of language and their imagination. Younger toddlers relish fun-filled interaction with trusted practitioners as they play with brightly coloured ribbons. They experience the feel of them as the breeze wafts them across their faces and giggle as a practitioner makes them into her 'hair'. They shake brightly coloured pom poms in time to 'all around the world' music they hear as they play outside and move their bodies in time to the rhythm.

Pre-school children receive excellent, timely support to help them prepare for their forthcoming move to school. Routines within the room are adapted to resemble those at school and children dress-up in uniforms from the local schools. Half of the room is set up as a classroom, with an easel, chalkboard, and desks. There is a display of the schools children will be joining and the teachers whose classes they will be in. Their independence develops as they make choices about where to play and they are encouraged to socialise with different groups in readiness for school. Children become lost as they play with the doll's house, arrange the furniture and make up a dialogue as they create different scenarios. They learn about comparison and difference as they relate the doll's house to the 'big bungalow' they live in and the 'small' bungalow their grandparent has. A child uses a wooden baton as a 'wand' to 'magic away scary monsters' during an imaginary game created by a group of children. She tiptoes up to them and squeals with delight as they 'wake up' and roar at her. Children sustain interest in their play and display high levels of concentration and tenacity. They are exceptionally confident, curious and inquisitive learners. This prepares them exceptionally well for the next steps in their learning, including the transition to school.

Babies are cherished and receive sensitive, nurturing care from gentle, perceptive practitioners who know how to support their early development. They talk softly and encourage a baby who is beginning to take their first steps and sing nursery rhymes and lullabies to babies as they play. A wonderful variety of experiences are offered to babies as they explore different resources for the first time. For example, they listen to drum music as they are offered different drums to make sounds with themselves, and use rainmakers, egg shakers and maracas. They explore sound in other ways as they use interactive books and try hard to master the 'click clack' resource. Practitioners follow their lead as babies select first stage books. They help them investigate the different textures and babies hear new words, such as 'furry' and 'shiny' that are clearly modelled and repeated for them.

Children have wonderful fun in the stimulating, well-resourced outdoor classrooms. Each age group has their own designated play area with age-appropriate resources. Babies explore the first stage climbing frame, splash and play in the water and have fun on woodland walks in the garden. Scaled down equipment offers younger toddlers the opportunity to develop different skills. For example, they develop self-control, balance and confidence in their ability to manage risk safely, with close supervision as they use the climbing frame. Older toddlers love to climb aboard the pirate ship, take risks as they negotiate the tyres and stepping stones and clamber up and down their bigger climbing frame. They scoot, run, use trikes, explore large scale painting and experience the joy of running through autumn leaves and throwing them into the air. Pre-school children relish the variety of scenarios that greet them outside each day. They become construction workers in high visibility jackets and hard hats as they complete their health and safety

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checklists on clipboards. A practitioner develops their play as they create an imaginary building site using safety fencing and cones. They play in this area in small numbers as they learn that this is part of keeping themselves safe in such a situation. Children play hide and seek in the woodland area and have fun digging and planting flowers and sensory plants. They visit the garden centre to choose winter shrubs, which they plant and enjoy watching them grow. They plant acorns and learn that they will grow into a magnificent oak like the one already in the garden. They feed the birds with fat balls they have made, investigate sound using the 'saucepan wigwam' and create imaginary scenarios in their wooden castle. They experience the wonder of stories told under the shade of ancient trees, as a practitioner sits in the huge wooden storytelling chair. Practitioners help children practice and develop ideas, new concepts and skills in a safe and exciting environment and children develop useful skills for the future.

Much learning takes place in the outdoors, with entire days spent exploring, being active and enjoying the fresh air. Children love to go bug hunting and study the insects they find. They help create bugs and insects to add to their woodland display in the dining room and paint the leaves and tree they create. They grow soft fruits and vegetables in the raised growing beds, and learn how these contribute to a healthy diet. In the winter, they enjoy growing activities inside. For example, children plant cress seeds and watch them sprout, marvelling at how quickly this happens. The nursery cookery club is run each week and offered to toddlers and pre-school age children. This is linked to the 'Eatwell plate' initiative and helps children develop their understanding of healthy eating and portion sizes. Children cook a variety of foods, such as tuna croquettes, sausage rolls and quiches, which they take home to share with their families. Such activities cover all areas of learning in an exciting way, which enables children to learn through first hand experiences. Great emphasis is placed on the benefit to children of active learning and learning in the outdoors. Children enjoy much of their learning in these spaces and benefit from the use of natural resources, such as bamboo guttering and digging areas, which helps them to learn about the world they live in. However, there is scope to improve the exceptional natural areas to encourage children to explore more forest school based play opportunities, to challenge and inspire them.

Highly effective teaching ensures that all children make rapid strides with regard to their communication and language skills. The nursery use the 'Every Child a Talker' monitoring tool to assess children's early language skills and can set in place support, if needed, very early. This helps children make excellent progress from their starting points. Children speaking English as an additional language make exceptionally good progress at the nursery. Particularly close attention is given to helping them develop skills in both their home language and English through a wide range of measures. They see their home language beside English in displays throughout the nursery and parents are invited in to read stories and teach them traditional songs in their home language. For example, they hear a fable told in Russian and sing Polish songs. Books are available for them to read and practitioners put together dictionaries of key words, seeking advice from parents about the correct pronunciation. These measures, together with the festivals and traditions from around the world that children learn about, create a superbly inclusive and welcoming setting for all children. Bookstart is also in use within the nursery and each child has their own book bag, which promotes their early love of reading and understanding that print carries meaning. Children's highly proficient use of information

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technology throughout the nursery supports their learning in a number of areas. Pre-school children share and take turns, display high levels of concentration and cooperate extremely well as they build a house out of 'bricks'. They skilfully and deftly manipulate the mouse to place the bricks where they need them. Animated conversations take place as they develop their own story around this activity and they enjoy sustained and light hearted interaction throughout.

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

Children have a fantastic time at this stimulating and vibrant nursery where they feel valued, secure and safe. The highly effective key person arrangements enable children to develop close, affectionate relationships which persist throughout their time in the nursery. Often, key persons move up with children, providing them with even greater security and making transitions seamless. This means children develop high levels of confidence and self-esteem and quieter children feel supported and listened to. As the nursery is small, children develop friendly relationships with all practitioners, who know them well. They greet children by name, share memories with them and ask them about their families and the activities they are involved in. The highly inclusive, family based ethos of the nursery offers children 'home from home' care and the many varied activities create a memorable early years experience for them. Key persons are knowledgeable about each of the children in their group and skilfully anticipate their needs. For example, a baby who is feeling out of sorts after a busy weekend is tired and is snuggled into a rocker with a cosy blanket tucked around them. The practitioner sits with them as they gently rock them to sleep, singing and talking softly as they do so.

When children first start at the nursery, they are introduced to the routines of the day at a pace which suits both them and their family. Initial enquiries are followed up by a tour of the nursery with the manager, who carefully and fully explains the nursery ethos. Three introductory visits are offered, during which parents can choose to either stay with their child or leave, depending on how confident the child and parent feel. These settling-in procedures are individualised to ensure they work extremely well for both children and their parents. For example, information gathered from parents ensures that, as much as possible, children's home routines are followed. These highly positive steps help to ease the transition from home into the nursery. Practitioners offer children frequent cuddles, reassurance and skilfully distract them to other activities if they become upset. Children are very much at ease and feel at home in the nursery environment.

A high number of parents join the nursery for the many sessions they offer to help them learn about the nursery and what their children do while they are there. They are regularly offered opportunities, such as the recently introduced invitation to join children for breakfast. Specials offered, including fresh fruit salad, hot croissants and bacon butties are very popular. The nursery feel that this makes an otherwise hectic start to the day easier for working families as children and parents can share a relaxed meal at the start of their day. Parents comment that the peaceful and calm start to the day this provides is a welcome change. Other initiatives, including celebration of 'Families week', 'Teddy Bears

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Picnic' and the 'Sunday Fun days' the nursery offer, further exemplify the family based approach they value.

Children behave superbly, secure in the care of dedicated, caring and professional practitioners. Children experience skilful management of any behavioural issues and the consistent approach taken throughout the nursery helps them feel safe. Older children are reminded to use their 'walking feet' indoors and their 'listening ears', helping them learn expectations as they prepare for school. The nursery has just introduced the 'Positive-tree' which stands in reception and is for parents to add positive comments on the 'leaves' they are given. This can either be about the nursery or their children's achievements. Children learn to respect one another and the environment through activities that promote their understanding. For example, they help to prepare for mealtimes, enjoy taking part in charitable events, learn about recycling and tidy resources away after use. Children are encouraged to develop independence and the ability to think for themselves. Babies begin to explore their environment as they investigate the contents of treasure baskets and delve into wicker baskets full of high quality, educational toys. Toddlers learn to take responsibility, develop ideas, and learn new skills as they are introduced to climbing and engage in messy play activities and make their own play dough. Pre-school children research ideas, explore different themes and their learning is extended through their developing interests.

Children learn to manage personal routines and their individual needs extremely well. For example, toddlers select their own foods at mealtimes and carry their bowls to the table carefully, and pre-school children capably put on their own shoes and cardigans before going out to play. High quality care routines ensure that children's individual needs are met and germs do not spread. The utmost priority is given to children's safety as the thorough risk assessments are monitored and revised should there be anything that presents a potential hazard. A proactive approach is taken to any changes in health and safety legislation and procedures and policies are swiftly amended. Accidents within the nursery are few and of a minor nature. The procedure for accident recording and monitoring is rigorous which further ensures children's well-being is promoted. Staffing ratios are met and when needed the manager, who is supernumery is available to assist. Practitioner deployment throughout the nursery is excellent and therefore, children are closely supervised at all times. Regular fire drills, ensure that all children attending understand the procedure and where the assembly points are. Practitioners relate this to their play as they provide firemen outfits, use fire engines and play in the fire station they create. Practitioners are vigilant in their care and monitoring of children throughout the nursery day as they follow thoughtfully established routines to keep them safe

The attention given to helping children develop a healthy attitude to food is exemplary. The nursery takes their responsibility with regard to feeding children very seriously. Recognition is given to the fact that the nursery provides the majority of the meals for children attending all week. The qualified chef at the nursery prepares freshly made, nutritionally balanced meals each day and children can also bring packed lunches. Red plates are used to clearly identify meals that are for children with food allergies and cultural requirements and food preferences are taken into consideration. They bring all children together to eat. Children sit in small groups with practitioners at tables to help them learn that mealtimes are social occasions. Children develop independence as they

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help pour their own drinks and select their own foods. For example, they enjoy making their own choice from the salad trolley before eating their main meal and a dessert. Snacks are healthy and nutritious and meals reflect foods from around the world to help children understand that cultural diversity extends to food.

Through the nursery's 'Healthy Living' programme children develop a superb understanding of the importance a healthy diet and exercise play in living a healthy lifestyle. As part of this programme each week children benefit from activities delivered by an external company. During these sessions children are active and have the opportunity to try out many different sports and gymnastics led by qualified coaches. This enables them to develop their early physical skills, experience the fun of competitiveness and stimulate their brain development and coordination skills.

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

The impact of the inspirational and motivated manager is evident throughout this outstanding nursery. The manager is passionate about her role and takes the responsibility she holds seriously. She is dedicated to improving the lives of children and ensuring they achieve the very best in their time at the nursery. Parents speak highly of how accessible she is and of the difference she has made within the nursery. Practitioners speak highly of the support and leadership she provides. In turn, the manager values the staff team and is proactive in ensuring their continual professional development benefits both them as individuals and the nursery performance as a whole. She recognises the individual skills of practitioners, knows them well and rewards dedication and hard work. She acts as an outstanding role model for practitioners within the nursery, often works within rooms and is a visible presence within the setting. Her commitment to the continuous improvement of the nursery to ensure it offers children the highest standard of care is evident in all she does.

The rigour of monitoring and evaluation of the educational programmes is clearly seen in the excellent progress children make in their time at the nursery. The nursery team as a whole meet each term and each unit within the nursery meets monthly to discuss practice issues and plan for children's continued progress. All practitioners have regular supervision meetings and a system of annual performance appraisals is in place. Underperformance is challenged and professionally managed. Continuous professional development is well-embedded as an important part of the nursery ethos and training is a regular feature of practitioner's professional lives. This reinforces the very high quality practice offered throughout the nursery and all children attending benefit as a result.

The manager has a clear vision for the future of the nursery and strives for excellence in all the nursery does. She is committed to a number of improvements and has an action plan, which is updated regularly. Her creative and inspiring ideas ensure the nursery's continued growth and development. Through rigorous and effective reflection and evaluation she and the nursery owner set measurable and achievable goals. Of particular note is the owner and manager's proactive stance with regard to building links with the

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local community and other settings. The nursery work with their local children's centres and children at the nursery join in local and national charitable events.

The nursery works closely with other professionals to ensure that children receive timely and appropriate support to meet their individual needs. For example, extremely close relationships have been built with speech and language therapists, and the area special educational needs coordinator. This ensures children with special educational needs and/or disabilities make excellent progress from their starting points. Children's transition to school is smoothed and eased through close liaison with the local schools. Parents spoken to were exceptionally positive in praise of the nursery and staff team. All were extremely happy with the experience their child receives. They particularly commented on the practitioners who are 'friendly and make you feel welcome' and offer children 'excellent care and education'. They also feel the manager and owner are 'very approachable', 'have an open door policy' and provide excellent support for them as parents. Many parents like the structure of this family-friendly nursery and the flexibility of the service provided. Feedback in the form of the daily communication book is 'very useful' for parents of children up to the age of three years. Practitioners give parents plenty of time as they discuss the child's day with them. Parents are offered many different ways to communicate with the nursery and many like the use of electronic mail and the website, which are highly effective. All parents said they would recommend the nursery to others. The nursery is highly organised throughout, which reflects the management and organisational style. There is a comprehensive suite of policies and procedures in place to further safeguard children, such as ensuring mobile telephones and cameras are not used within the nursery. Child protection is given the highest priority and the deep understanding practitioners have of their roles and responsibilities, ensures children are protected in the event of any concerns.

The Childcare Register

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

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

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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.

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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

Unique reference number	EY407372
Local authority	Cambridgeshire
Inspection number	925551
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	75
Name of provider	Blackberries Childcare Limited
Date of previous inspection	05/10/2010
Telephone number	01945428747

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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

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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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