



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY239659/CS/area 4

DfES Number: 512761

INSPECTION DETAILS

Inspection Date 20/10/2004
Inspector Name Siobhan O'Callaghan

SETTING DETAILS

Day Care Type
Setting Name Stanborough Primary School
Setting Address Appletree Walk
Garston
Watford
Herts
WD25 0DQ

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Stanborough Primary School was founded in the early 1920's. It is an independent co-educational school run by the Church of the Seventh-Day Adventists. The school is sited within large grounds in North Watford, they share the facilities with the secondary school. The nursery is in a separate building having three rooms and an outside play area. The reception class is in the main school building within the infant department. The school serves the local and surrounding areas.

There are currently 122 children from 3 to 11 years on roll. This includes 13 funded 3 year olds and 14 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The school opens Monday to Friday during school term times. Sessions are from 08:45 until 15:15, the school closes at 12:15 on a Friday.

Three part time and three full time staff work with the children. Two members of staff are qualified teachers, and one member is qualified to NVQ level 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The school follows a holistic approach to teaching and encourages independence through high scope.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Stanborough School is of high quality overall. Children are making very good progress towards the early learning goals in all areas of their development. Many children are achieving at a high level, thus it is likely they will exceed the early learning goals by the end of the Foundation Stage.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the Foundation Stage curriculum. Planning encompasses all areas of learning, there are clear learning objectives and differentiation to ensure that all children are effectively challenged. Staff present a stimulating range of activities and learning opportunities that encourages children's interest's and motivation to learn. Staff ensure there is a good balance of formal teaching alongside hands on practical activities. Children are set high expectations for behaviour, this is reflected within their polite and co-operative manner.

Staff are maintaining informative assessments on children's progression, these are fully utilised to inform planning for children's next steps in their learning.

The leadership and management of the school is very good. The head teacher has established a long standing committed team of staff. She clearly values their skills and encourages their personal development through on-going training opportunities. Teachers are regularly observed and receive constructive feedback from the head teacher, to extend and improve their practice. They have weekly team meetings to discuss all aspects of the school's provision.

The partnership with parents and carers is very good. They receive valuable information about the school, it's procedures, routines and values. Parents feel well-informed of their child's achievements and progression, they value regular parents evenings and weekly newsletters that keep them updated. They are fully involved within supporting their child's learning at home through reading and general home work.

What is being done well?

- Staff are committed to providing high quality care and education, they have established secure relationships with the children. This is reflected within the children's confidence to fully access their environment and their ability to form close peer friendships. Staff plan an interesting and varied curriculum that captures the children's interests and thus promotes their learning.

- Children are developing exemplary manners. Staff consistently reinforce positive codes for behaviour, which results in children's abilities to work co-operatively and to respect each other. These values are further enhanced within whole school assemblies.
- Communication, language and literacy is given high priority throughout the school. Sensory activities for the younger children promotes their awareness of letters and their sounds. Older children engage within a range of inter-active games and the use of flashcards to establish their phonic knowledge and thus develop their early reading skills. Children are fully involved and enjoy these practical experiences.
- Children's spiritual, moral, social and cultural development is seen as paramount to their all round development. Children take part in daily worship where they also participate within discussions about life in general, including the need to care for those less fortunate than themselves. Children learn about other cultures and beliefs and the need to value these choices.
- Staff have established effective partnerships with parents. They are encouraged to share detailed information about their children's abilities and interests, which can in turn be utilised to inform future curriculum planning. Parents are extremely complimentary about the school and the staff team.

What needs to be improved?

- opportunities for reception children to develop their gross motor skills, and access wheeled resources which will develop their co-ordination.
- children's understanding of health and bodily awareness through promoting their ability to access drinking water and a morning snack.

What has improved since the last inspection?

Very good progress has been made in addressing the two key issues identified at the last inspection:

Children's attainment records have been updated to bring these in line with current guidance. Staff are now maintaining the Hertfordshire Early Learning Profiles, which give due regard to the Foundation Stage Curriculum. Staff are updating children's profiles on a regular basis, children who are more or less able are being challenged effectively through an individual educational plan (IEP's). All collected information is utilised to plan for future learning opportunities.

Parents are now fully encouraged to share observations of their children's learning at home, this information can then be added to their children's assessment records.

Parents are asked to complete termly forms about their child, this practice has become embedded within the school since their last inspection. The school is committed to working in partnership with parents and values their involvement and the positive impact this has on the children's achievements.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn, they are keen to take part in group reading and maths games. They concentrate and sit quietly during circle and discussions sessions. Children's confidence and self-esteem is effectively promoted through their participation within self teaching techniques and through the presentation of "well done" awards. Children work independently and with their peers, they can share and take turns during games. Their sense of community is fostered daily through discussions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have excellent opportunities to develop their language and literacy skills. Older children are confident to read their news during group sessions. They competently challenge the teacher when she reads a sentence backwards. Younger children express their needs effectively when making models, and clearly articulate what they are doing. Children's phonic knowledge is skilfully promoted through a broad range of games, songs and stories. They are developing valuable handwriting skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident to use numbers in a variety of situations. Younger children competently clap to 20, and practice their knowledge of shapes and sizes when playing with the Russian dolls. Older children enjoy playing games to promote their understanding of addition and subtraction. They are able to solve mathematical problems with the support of resources to reinforce their matching and sequencing skills. Children learn to play dominoes and partake in mental arithmetic enthusiastically.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have regular opportunities to explore the natural world around them. Older children are excited to investigate what happens to ice and salt when mixed together? Whilst younger children are keen to discuss and observe animals from all over the world. They are developing effective designing and making skills, ICT is available daily. Children's sense of time and place is encompassed within routines and topics. The school promotes cultural diversity and all beliefs are clearly valued.

PHYSICAL DEVELOPMENT	
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Judgement:	Very Good
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Children practice a range of physical skills as they use a variety of equipment and tools both within the classroom and outside. Younger children confidently ride bicycles and cars and skilfully park these within designated areas. Older children develop their co-ordination and spatial awareness through well planned PE sessions. Their health and bodily awareness is fostered through topics and school values such as healthy living. Children know why they must eat sensibly, and care for their teeth.

CREATIVE DEVELOPMENT	
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Judgement:	Very Good
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Children explore colour, texture, shape and form through a range of creative activities. Younger children enjoy making machines from recyclable materials, whilst older children explore the properties of sparkly play dough and water. Children sing familiar songs enthusiastically and confidently clap in rhythm. Role-play opportunities are imaginative and well resourced, these are skilfully related to topics. Children are excited to portray characters from the nut cracker and move creatively.

Children's spiritual, moral, social, and cultural development is fostered appropriately:
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Yes

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

(Key issues or points for consideration for improvement in nursery education)

There are no significant weaknesses to report, but consideration should be given to improving the following:

to plan further opportunities for reception children to develop their gross motor skills, and access wheeled resources which will increase their development and co-ordination.

to extend children's understanding of health and bodily awareness through promoting their ability to access drinking water and offering a morning snack.

The registered person must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents, and to the Local Authority if required. An evaluation of the action taken will form part of the next combined inspection.