

# **NURSERY INSPECTION REPORT**

**URN EY239900**

**DfES Number: 513798**

## **INSPECTION DETAILS**

**Inspection Date**

11/10/2004

**Inspector Name**

Susan Elizabeth Warren

## **SETTING DETAILS**

**Day Care Type**

**Setting Name**

Friends Junior School

**Setting Address**

65 Debden Road

Saffron Walden

Essex

CB11 4AL

## **REGISTERED PROVIDER DETAILS**

**Name: Friends Junior School**

## **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**

The Friends' School (Saffron Walden, in Essex) was founded over three hundred years ago; the early years department has been in existence for ten years. The school occupies a main building and several additional teaching blocks; the early years unit is situated in its own set of classrooms with attached enclosed outdoor space. The school serves both the local area and surrounding towns and villages.

There are currently 172 children from 3 to 11 years on roll within the whole school. This includes 23 funded three year olds and 13 funded four year olds. The setting supports children who have special needs and those who speak English as an additional language.

The school opens five days a week during school term times. Younger children may attend part-time.

Six staff work with the nursery and reception children with the addition of several specialist teachers. The vast majority of staff have qualifications to at least NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and other professional organisations.

### **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 The Friends' School, Saffron Walden is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a very good understanding of the Foundation Stage and of how children learn. They plan a broad and balanced curriculum which covers all areas of learning, effectively helping children work towards achieving, and in some cases exceeding, the early learning goals by the end of the Foundation Stage.

The day is a combination of structured and free choice activities allowing children to direct their own learning for much of the time. Staff are always on hand to guide and support but allow children to experiment and make decisions, setting their own challenges. Support is in place for children needing additional help and outside professionals are enlisted as needed.

Children behave extremely well in response to staff's realistic expectations; they understand daily routines and are confident as they move around the learning environment. Excellent use is made of the wealth of good quality resources both inside the classrooms and in the imaginative and stimulating outside play area.

Staff observe and record all aspects of children's development to build a record of achievement, which is shared with parents. This enables them to see clearly the next steps in each child's learning and plan accordingly.

Leadership and management is very good. The head of the Early Years department oversees the programmes of education for children in both nursery and reception and ensures continuity as children progress upwards. Staff take part in an appraisal system which allows them to consider their professional development and access any training needed to update or extend skills.

The partnership with parents is very good. Parents have access to high quality information about all aspects of the setting.

### **What is being done well?**

Children develop confidence and self esteem, in line with the school's stated ethos, to enable them to become effective learners. They have plenty of opportunities to choose their own activities and direct their own learning in the course of the day. They understand rules and routines and are co-operative and helpful towards one another.

Staff have devised a system of long, medium and short term plans which cover all areas of learning within the Foundation Stage and ensure progression for individual children. The plans are thorough and detailed and show not only what children are expected to learn but how this can be achieved.

Knowledge and understanding of the world is an area of strength at the school. Children are fortunate in having access to the extensive grounds where they can observe the seasons at first hand, watching growth and change and experiencing all types of weather. Many of the topics incorporate outings to places of interest such as a castle or a supermarket, allowing children the opportunity to experience aspects of life both past and present.

Creative development is an area of strength. Children explore colour and texture as they take part in free and guided art and craft activities. Much of their work is used to good effect to create dramatic displays enhancing the environment for children and parents alike. Music is a feature; both structured lessons with a

specialist teacher and informal singing sessions in the classroom. Dance and drama, based on stories, adds another dimension and the opportunities for imaginative play are excellent with several well resourced and differently themed role play and small world play areas available at all times.

#### **What needs to be improved?**

Resources to enhance understanding of technology, such as programmable toys  
The partnership with parents, including sharing information before children begin attending.

#### **What has improved since the last inspection?**

Improvement since the last inspection is very good. There was one point for consideration arising at the last inspection regarding staff training. There is now in place a comprehensive programme of training available to staff to access as needed, in consultation with senior staff. All staff are encouraged to attend courses relating to curriculum areas or other aspects of teaching; this ensures their professional development and keeps practice up to date and fresh.

### **SUMMARY OF JUDGEMENTS**

#### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Judgement:  
Very Good

Children enter confidently and settle well to activities. They are eager learners, willing to try new things. Children develop a sense of self as they celebrate birthdays and other important occasions. They are co-operative to one another and help with tidying up and classroom routines. Gentle reminders from staff keep children on track and encourage positive behaviour. Children learn about a variety of cultures through topic work and celebration of festivals, both traditional and world wide.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Judgement:  
Very Good

Staff help children develop listening skills and make news time fun and interesting. Children talk freely about both real and imaginary events as they play and work together. A structured programme introduces letter sounds and builds on this to help children form words. Excellent use of labelling throughout allows children to see print in the environment. Free access to mark making equipment encourages children to try emergent writing and writing for different purposes, indoors and outside.

## **MATHEMATICAL DEVELOPMENT**

Judgement:  
Very Good

Children use number names in everyday contexts as they play and work. Counting, both up and down, is included at every opportunity such as giving out cups at snacktime. Activities to introduce calculation are fun and stimulating, children learn addition and subtraction in practical ways. Children recognise and name 2d shapes and use them to make pictures. They sequence through songs such as five currant buns. Cooking introduces concepts of weight and measurement.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Judgement:  
Very Good

Children collect specimens and examine them as they enjoy nature walks in the school grounds. They care for classroom pets and grow plants from bulbs and seeds. Children make exciting models from found materials and construction kits. They use a computer and items of play technology in the role-play areas. A digital camera records activities and allows the children to reflect on what they have done. Visits to local places and visitors to the setting introduce ideas from the wider world.

## **PHYSICAL DEVELOPMENT**

Judgement:  
Very Good

Children develop physical skills as they use the exciting range of equipment both in the outside play area and in the school gym. They can climb, balance and move with control. They can find a space and negotiate different areas of the school. Body awareness is taught through dance and movement sessions and fun rhymes. Children follow basic hygiene routines and understand about healthy eating. Fine motor control is developed through use of manipulative toys and mark making equipment.

## **CREATIVE DEVELOPMENT**

Judgement:  
Very Good

Children develop creativity as they express their ideas and feelings through art and craft work, both solo and group projects. They mix colours and enjoy using textures to create collages and models. Music is a feature every day and children learn new songs as well as old favourites. Imaginative play opportunities are excellent; props and costumes allow sustained, complex play to develop as children try different roles. The senses are developed by tasting various foods and other activities.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **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**

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

There are no significant weaknesses to report, however, consideration should be given to improving the following:  
Review the provision of resources to introduce children to everyday

technology, for example, include some programmable toys to enhance understanding

Devise a system to enable parents to share information about their child before they enter the setting, for example, likes and dislikes, attitudes and level of confidence, favourite games, toys etc.

*The provider 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 inspection of funded nursery education.*

## **Action Plan 14/12/2004**

<b>Recommendation</b>	<b>Action</b>	<b>Implementation</b>	<b>Result of actions</b>
Review the provision of resources to introduce children to everyday technology, for example, include some programmable toys to enhance understanding	AH/SM/JL to research available resources in this area	Introduce new resources during course of Spring term 2005	Enhance the provision for experience of everyday technology  Widen technological experience of pupils
Devise a system to enable parents to share information about their child before they enter the setting, for example, likes and dislikes, attitudes and level of confidence, favourite games, toys etc.	JL/AH/SM to devise "All About Me" document to be sent out to all new Early Years Pupils – to be completed by parents and children	January 2005 new pupils into Nursery to	Broader knowledge of previous experience which will help with settling in and individual planning