

Eversfield Preparatory School

Inspection report for early years provision

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Type of inspection Nursery Education

ABOUT THIS INSPECTION

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

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

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

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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

THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Eversfield Preparatory School is an independent school for children aged two years six months to 11 years. It was founded in 1931 on a site close to the centre of the town of

Solihull. The funded children are based in a purpose built Early Years Department behind the main school buildings, consisting of two adjacent reception classrooms with a large open plan nursery area close by. All children have access to the enclosed outdoor area and at times to other areas within the school and its grounds. The school is open each weekday from 08.00 to 18.00 for extended care. Nursery education is provided in sessions available from 08.30 to 12.00 and 13.00 to 15.15 for 36 weeks of the year.

There are currently 91 children in the Early Years Department. Of these, 70 children receive funding for nursery education. The setting supports a number of children with learning difficulties and/or disabilities and those who have English as an additional language. Children attend from a variety of families covering a wide geographical area.

There are currently 10 staff working directly with the funded children. Of these, eight hold a relevant teaching or early years qualification and one is working towards a recognised qualification. In addition to this there are several specialist teachers from the main school and others who cover lunch periods who are deployed within the department.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is good.

The quality of teaching and learning for children who receive funding for early education is good. Staff have clear knowledge of the early learning goals and stepping stones which enables them to plan a good range of activities and experiences to promote children's learning. They seek advice through discussion at regular meetings and try new ideas to stimulate and maintain interest. The planning, which is displayed for parents, relates to the six areas of development and details appropriate activities to promote overall skills. Children's progress is recorded using focused and spontaneous observations, and assessments are used to clearly identify and demonstrate each child's achievements, learning styles and to match to the expectations towards the early learning goals.

Children enjoy activities which are adapted to meet individual needs and the challenges provided are developmentally appropriate. For example, some children have one-to-one focussed sessions to encourage their awareness of numbers, such as counting and selecting requested amounts of items, and staff have produced books for children to complete activities correct to their individual progression. Children's behaviour is managed well. A calm and consistent approach and effective age-appropriate explanations increase children's understanding of expectations.

Children take time to explore and investigate rich experiences and play opportunities. They express themselves and develop confidence whilst asking and responding to significant questions. The environment is well planned and set up to encourage some children's free choice, however, there are not enough opportunities for children to develop independence through engagement of activities that they plan or initiate themselves.

Children show that they are interested, excited and motivated to learn during a good range of focused activities. They demonstrate a developing awareness of their own needs, views and feelings as they talk to each other and to the staff with confidence expressing individual preferences. They have growing personal independence with regard to toileting, hand washing and as they prepare for their swimming sessions. Children develop confidence during group activities and demonstrate understanding of the agreed codes to make the group work harmoniously, such as listening and responding well to others and offering their opinions during circle time. They share, take turns and support each other developing confidence and self-esteem as they sing songs together and in front of the whole group and wait for their turn to be 'the bear' who has lost his honey.

Children develop mathematical skills during activities, such as counting and selecting requested numbers of fish to place in the 'tanks'. They use everyday technology and developing mathematical skills as they compare and problem solve with computer programmes. They discuss shape, size and position as they lift items from a bowl with magnets and compare with their peers. They begin to recognise letters which form their name as they write freely for a variety of purposes. In the book area they select from a wide range of stories and factual books handling them with care as they turn the pages and follow the words with their fingers as they read to each other.

Children learn about past and present events through general discussions during play, at circle time and whilst out and about. They find out about features of where they live as they enjoy first hand experiences of their local environment, such as nature walks in the school grounds. They enjoy many creative experiences, such as painting, drawing and collage and show pride in their work as they are displayed around the rooms. Physical development is promoted through good use of the outdoor facilities which provide opportunities for fun filled climbing, balancing, negotiating around objects and throwing and catching skills.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers of children receiving funding for nursery education is good. Parents are provided with useful information about the setting and its provision. For example, the early years prospectus clearly outlines policies and procedures and the school's aims to meet their children's needs, and photographic displays of children's activities are evident throughout the unit. Parents are invited into the school before their

child starts to share information which is used to assess the children's starting place for new learning and parents' evenings are conducted to continue these useful links. Children benefit through the positive interaction between parents and staff. The ongoing verbal and written communications, such as a home/school books, newsletters, website and displayed information, are shared with parents. They are actively involved in their children's learning by bringing in requested items from home to link with themes and special events, such as sports day and musical productions encourage effective relationships. At the end of the year parents receive a portfolio including examples of their child's work and a record of development progress.

Children's sense of belonging is developed well within the warm and welcoming atmosphere of the setting. Children develop good confidence and are familiar with their environment and the daily activities. Children are polite and show consideration for others as they share space and the resources successfully. Children have good self-care skills and are independent with toileting and personal hygiene. Their good behaviour is promoted through positive reinforcement and the calm manner of the staff. Any incidents of behaviour are managed appropriately and with regard to the setting's procedures. Children respond effectively to the boundaries set as they learn about maintaining their environment and develop responsibilities, such as washing up after snack.

There are no children at the setting with learning difficulties and/or disabilities. However, staff have past experience and ensure that they work with parents and other professionals to meet each individual's needs. Children who speak English as an additional language are supported and encouraged with methods in place as discussed and agreed with by parents. Children's awareness and understanding of the diverse community is developing well as they learn to respect and value others through celebrating a range of festivals and attend school assemblies. The resources, such as story and factual books and play figures, are equally accessed and depict positive images of diversity. Overall, the children's spiritual, moral, social and emotional development is fostered.

Organisation

The organisation is good.

The quality of the leadership and management of the nursery education is good. The early years provision is offered in a two stage nursery unit and reception class. All staff are skilful and work together as a team having a shared purpose and collaborative approach to the children's education. This is shown in their good understanding of their roles awareness of new initiatives and implications on practice. All staff observe and evaluate the children effectively which enables their clear knowledge and proactive skills in promotion of children's development.

The setting assesses its own strengths and weaknesses by using valuable self-evaluation systems and regular discussions at team meetings provide opportunities for a whole team approach. The effectiveness of the setting in monitoring and evaluating its

provision for nursery education is evidenced through detailed observations and assessments of the children and by identifying any staff training needs or particular interests. The setting is committed to providing good quality education through, as stated by the nursery teacher, 'offering a broad and interesting curriculum, catering for the individual needs of each child whilst continually extending their learning opportunities'. Overall, children's needs are met.

Improvements since the last inspection

At the previous inspection the setting was asked to consider two key issues with regard to evaluation of planning and streamlining of documentation. Both of these have been addressed effectively as staff use suitable systems across the whole Foundation Stage which shows flexibility and records observations of children's achievements successfully.

THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the opportunities for children to develop independence through engagement in activities that they plan or initiate themselves.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2473)* which is available from Ofsted's website:
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