

# Inspection report for early years provision

**Unique Reference Number** EY291041

**Inspection date** 12 June 2008

**Inspector** Linda Margaret Nicholls

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**Registered person** Amanda Stables

**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 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](http://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?**

Fosse Bank School is an independent co-educational primary school which first opened in 1994. The school is a charitable, non-profit making trust administered by a board of governors. The school is situated in the rural area of Hildenborough, Kent. There are currently 120 children on roll, including 16 children who are in receipt of funded nursery education. The pre-reception and reception classes are situated in two classrooms, with separate cloakroom and toilets. The children have access to the library, the IT suite, an indoor heated swimming pool, a hall, sports hall, and their own enclosed safe play area. The school is open from Monday to Friday, from 08.30 until 15.30, for 34 weeks of the year. The pre-reception children attend for a variety of sessions. Reception class children attend full time. Five members of staff work with all the children. All hold appropriate early years qualifications. The school receives support from the Early Years Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children achieve well and enjoy what they do**

The provision is good. Children are engaged and stimulated by planned activities and creative opportunities provided by caring, qualified and experienced adults. Children make individual choices from easily accessed resources that support their independent learning. Children play and work cooperatively. They are developing social skills and confidence as they learn to work together. Children are curious, develop a willingness to learn and are confident to ask questions.

The quality of teaching and learning is good.

Children are provided with a full range of activities supporting and promoting their learning across all six areas of the Foundation Stage. Adults are skilled in encouraging children to take the initiative, developing reception class children's suggestions for survey work and interaction with the whole school. Children understand the classroom rules, share resources and care for their environment. Adults consistently praise children to encourage desired behaviour. Children learn to listen patiently to others because adults respond well to questions and give children time to reply. They learn to express their imagination during role play, for example, when they pretend to drive a safari jeep and observe photographs of plains animals through cardboard binoculars they have made. Some children can engage the whole group with entertaining stories and jokes which demonstrate an advanced understanding of language use. Children take opportunities to self label their work, which is creatively displayed making a colourful and vibrant learning environment. Children have plenty of opportunities to view and use objects from other cultures with positive images and resources presented throughout the rooms. Children sign 'good morning' and receive French lessons from a specialist teacher. However, there are no examples of the variety of written

languages to encourage children to recognise and value differences. A globe is used appropriately to identify countries and continents.

Children's maths skills progress steadily with activities such as counting the number of children present, recognising dates on the calendar or completing graphs of a survey of preferred breakfast cereals. They learn to construct resources to replicate real life items, such as aeroplanes. Children use their senses during walks in the school grounds using clip boards to record the sounds they hear. Information and communication technology is available daily with laptops in the nursery and the reception classroom. Children are competent when moving the cursor during a game. Staff supervise and congratulate them so they are confident to try again if they don't initially succeed. There are daily opportunities for outdoor play in the secure play area, which includes a slide and planks to walk and balance along. However, adults have to remind children to take turns on the trikes or scooters during outside play. Children eat their snacks at a gazebo and know to put fruit peelings and waste into the compost bin.

### **Helping children make a positive contribution**

The provision is good. Children develop a deep sense of belonging as they are welcomed by name by caring adults they know well. They have access to a broad, exciting range of resources portraying South African and Australian life, as well as general racial, physical and cultural differences. Suitably qualified staff liaise with Early Years professionals and other agencies to support children with learning difficulties or disabilities. Children are good natured, polite and play cooperatively because adults consistently encourage children to share and take turns. They know how to control themselves, know right from wrong and care for others and living things, such as caterpillars, because staff provide consistent explanations for the behaviour they want. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Information about the Foundation Stage is available for parents via posters, leaflets, the school brochure and website. Parents and carers are informed daily, each term and at the end of each academic year of their child's progress, although a record of their child's achievements prior to entering the nursery is not sought. Parents are encouraged to take part in the life of the school as part of their community. Social events, such as weekly coffee mornings and fashion shows, provide parents with a strong school identity. Overall, the provision provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

## **Organisation**

The organisation is good. Fosse Bank School provides a wide range of attractive resources and activities that engage children's imagination and curiosity. Children thrive with daily access to well maintained grounds although they do not self manage access to wheeled equipment. Classroom equipment is organised, clearly labelled and arranged well, although examples of a variety of written languages are unavailable. Supportive, experienced staff plan to challenge and actively encourage independent learning.

The quality of leadership and management is good. Senior staff and managers have defined roles and responsibilities. Qualified staff are suitably vetted and children receive discreet levels of support and supervision. Staff meetings are held weekly to monitor whole group activities and individual progress. However, record keeping for the reception class does not identify next steps to learning. The methods of teaching and the understanding of the Foundation Stage effectively deliver the early years curriculum. The quality of observation and record keeping could be extended with the introduction of a record of starting points of children's achievements prior to entering the nursery. The whole school is taking part in the Eco School Code 2008 through which children learn how to care for and maintain a sustainable environment. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the provider agreed to recommendations to improve the accommodation and provide increased opportunities for children to explore and access a wide range of creative materials. The recommendations have been implemented. The nursery and reception classrooms are now adjacent on the ground floor so children identify with each other and related teaching staff. Children benefit from child height storage and furniture that gives direct access to creative materials.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 the nursery education**

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

- consider the introduction of a method to record parents' knowledge of their child's achievements prior to entering nursery
- consider the daily display of a variety of language scripts so that children learn to value and recognise differences
- consider the introduction of a system for children to self regulate access to wheeled toys during outside play
- consider identifying the next steps to learning on children's individual development records in the reception class.

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 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)