

MILBOURNE LODGE JUNIOR SCHOOL

NURSERY INSPECTION REPORT



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INSPECTION DETAILS

Inspection Date 18/10/2004

Inspector Name Joanne Aram

SETTING DETAILS

Day Care Type

Setting Name Milbourne Lodge Junior School

Setting Address 22 Milbourne Lane
Esher
Surrey
KT10 9EA

REGISTERED PROVIDER DETAILS

URN 125374

Name

DfES Number: 936 6161

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

Milbourne Lodge Junior School is an independent preparatory school for mainly boys, from three to eight years old, from the surrounding area. It opened in 1912 and became a charitable trust in 1986.

Children in receipt of nursery education funding attend either the nursery unit with three groups of three year olds, or one of two reception classes of four-year-olds. They also have regular use of other school facilities, including the gym, music room and dining hall.

The school is open from 09.00 to 15.15, five days each week in term time. There are 37 four-year-olds attending both morning and afternoon sessions and 37 three-year-olds attending morning sessions, with 15 to 17 of these children attending afternoon sessions. Of the 74 children in receipt of nursery education funding, 20 use English as an alternative language and the school supports children who have been identified as having special educational needs.

The Head Teacher was appointed in September 2002. There are 16 staff working for varying lengths of time with children in receipt of nursery education funding. Of these, ten have a degree and Certificate in Education, two have a degree and four have an Early Years' qualification. Some staff are qualified in their specialist subjects, which include PE, music and swimming.

The setting has good relationships with the Early Years Childcare and Development Partnership. The Development Officer visits termly and advises on areas such as special educational needs, planning and assessment and the training programme, which is accessed regularly.

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 Milbourne Lodge Junior School is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Knowledgeable staff use appropriate teaching methods to support and extend the learning of all children including those with special educational needs and those who use English as an additional language. Planning is thorough, covering all areas of learning, with appropriate learning objectives, ideas to extend the activities for those who achieve more quickly, and gives assessment opportunities. Grouping of four-year-olds by their 'next steps' needed for learning works well. Assessment is based on the stepping stones and thorough observation. This works well to support the learning of all children, and identifies any special educational needs. Good use is made of indoor and outdoor space, and plentiful, good-quality educational resources. Rooms are well laid out with areas designated for specific areas of learning.

Leadership and management is very good. The new Head is a strong leader, and is well supported in early years by the co-ordinator. Staff are appropriately deployed and support each other well in the team. There are good lines of communication with memos and regular meetings for planning and evaluation. The new system of professional development and strong commitment to training ensures appropriate monitoring and constant improvements.

Partnership with parents is very good. Parents receive good initial and ongoing information about the provision for the Foundation Stage. This enables them to be appropriately involved in their children's learning, by supporting projects, letter of the week, and listening to four-years-olds read. They are well informed about their children's achievements and progress, informally day to day and more formally at consultation evenings. Parents' comments about their child's progress and achievements at home are recorded.

What is being done well?

- Development of good behaviour and caring attitudes.
- Development of good listening and speaking abilities and pre-reading and writing skills.
- Development of children's ability to recognise numbers and count, do simple addition and use mathematical language appropriately.
- Children's use of technology to support their learning well in other areas of learning.
- Children develop good manual dexterity using a range of materials and tools.
- Children's use of imagination in art, music, role-plays and the re-enactment of stories.

What needs to be improved?

- opportunities, at an early stage, for children to develop awareness of the effects of exercise on their bodies.

What has improved since the last inspection?

Improvement since the last inspection has been very good. This has impacted positively on children's learning. At the last inspection the setting was required to design an effective system for identifying and addressing staff training needs. The new Head has introduced a good system for professional development. Pre-appraisal, the head undertakes monitoring observations herself. Training and development needs are identified jointly at annual appraisals. Training programmes are drawn up. Most staff are either currently attending training or have recently done so. Training offered by the Early Years Partnership is regularly accessed. Trained, knowledgeable staff have a profound effect on extending children's learning. The setting was further required to review the curriculum and how it is delivered, to ensure that all children have equal opportunities to develop initiative and to select freely from resources, including imaginative play materials. All children have the opportunity several times each day to self-initiate and resource activities. This helps them progress towards independent learning skills. There is now a frequently changed role play area in each early years room and children are showing good imagination in role play. The school was also required to link records of children's progress and attainment to the early learning goals in the reception classes in order to ensure that progress is charted against nationally agreed targets. The revised assessment system is based on the 'stepping stones' for the achievement of the early learning goals in all six areas of learning. This ensures that children's progress is mapped against nationally agreed standards and, as

planning is also based on the assessments, ensures that children are making very good progress towards the early learning goals in all six areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Behaviour is good. Children know the rules and procedures and comply well. They are eager to get on with activities once these are introduced. They complete what they begin, like the 'food which is good for your teeth' sheets. Children settle quickly at free play activities. They work well in all groupings, taking turns to stick marine creatures on a chart and share resources like lego or duplo. They show caring attitudes to others. A child asks for a toothbrush to be saved for an absent child.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively to stories, discussions and instructions. They speak out clearly and logically about their activities and experiences. They show appropriate familiarity with a range of letters by shape, name and sound. Some four-year-olds read simple sentences from readers. They use their own writing systems for a range of purposes, like making appointments in role play. Three-year-olds make legible attempts at writing their names on their work and four-year-olds copy their news.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count well to 10 in a range of practical situations and recognise and write numbers. Four-year-olds do simple additions with combinations of numbers to five, such as items for a picnic, and recognise some solid shapes. Three-year-olds show familiarity with a range of common shapes. Three-year-olds use mathematical language well to define position in the 'Bear Hunt', and quantity in cooking. They sort objects such as prehistoric animals by type, and sequence patterns using shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Three-year-olds, with the 'senses' project, and four-year-olds, with the mini-beasts project, are developing good investigative skills, exploring with curiosity, comparing and recording. They make interesting models, like vehicles, using a range of materials, tools and joining methods. They use computers and other electrical equipment well to support their learning. They are developing a good sense of time with sequencing of the 'Bear Hunt' and good knowledge of the environment and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing confident, co-ordinated and imaginative movement. They balance, climb and jump off a range of large equipment. They show a good awareness of space and move around safely. They have good awareness of a healthy lifestyle. Four-year olds are visited by a dentist and find out about tooth care and healthy eating. They develop good manual dexterity using a range of tools and materials. Younger children do not demonstrate an awareness of the effect of exercise on their bodies.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore a wide range of colour, texture, materials and methods in free and directed art and craft. They enjoy joining in songs, often with actions, like Joshua at the Battle of Jericho. They explore sound using a range of instruments which they use to represent marine creatures too. They show good imagination in a range of role play and small world scenarios. They respond appropriately to what they see, hear, feel, taste and smell, especially three-year-olds in the 'senses' project.

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 but consideration should be given to the following:

- create more opportunities, from their earliest involvement in physical activities, for children to become aware of the effects of exercise on their bodies.

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.

<http://www.ofsted.gov.uk/reports/index.cfm?fuseaction=ccreportHTML&id=111460>