



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY290872

DfES Number: 581580

INSPECTION DETAILS

Inspection Date 20/01/2005
Inspector Name Maureen Croxford

SETTING DETAILS

Day Care Type
Setting Name Godstowe Preparatory School
Setting Address The Lodge
Shrubbery Road
High Wycombe
Buckinghamshire
HP13 6PR

REGISTERED PROVIDER DETAILS

Name

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

Godstowe Preparatory School was established in 1900 and is an independent school. It provides places for boys between the ages of 3 years to 7 years and for girls between the ages of 3 and 13 years, The nursery opened in 1995 and operates from a purpose-built building, adjacent to the reception class, within the school grounds, in the town of High Wycombe in Buckinghamshire.

There are currently 326 children from 3 to 13 years on roll. This includes 6 funded three-year-olds and 12 funded four-year-olds. The nursery children attend for minimum of 8 sessions. The setting has strategies in place to support children with special needs and for those who speak English as an additional language.

The pre-preparatory school opens five days a week during school term times. Sessions are from 08:15 until 15:30 with some pupils remaining at school for optional activities until 17:30.

There are 5 staff working directly with the educationally funded children, with pastoral care and support from other teachers and staff. All of the staff have teaching or early years qualifications to at least a level NVQ level 3.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

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 Godstowe P

reparatory School is acceptable and is of a high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good and staff are skilled in their teaching methods. Staff provide a caring and stimulating environment with a well balanced programme of activities. They encourage children to think for themselves and express their own ideas. Evaluation of the children's progress against the stepping stones and early learning goals takes place, and planning and assessment takes into account differentiation of abilities. Children are given encouragement by staff to participate in all activities. Good strategies are in place to offer support to all children, including those with special needs and for whom English is an additional language.

Leadership and management of the provision are very good. Staff work effectively as a team, are well deployed and are supported by the head teacher and staff of the school. The teachers share responsibility for planning and assessment. Professional development is valued and staff are encouraged to attend further training. Appropriate systems are in place for monitoring and improving the quality of teaching.

The partnership with parents is very good and supports the children's learning. Parents are kept well informed about the provision, forthcoming events and their children's progress. They are provided with clear information regarding the early learning goals. Parents are made welcome in the provision and have some opportunities to become involved in topics and activities. There are effective systems in place to share information, including parents evenings, newsletters and notice boards.

What is being done well?

- Children are very well behaved, polite and considerate of others. They are growing in confidence as their efforts are constantly encouraged and praised by staff.
- Staff produce effective plans and intended learning is clearly identified. A good balance across all areas of learning is achieved. The children are grouped appropriately and staff are aware of their involvement in activities.
- Staff utilize the available resources and space well. Both indoors and outdoors are used effectively to support learning. Staff plan worthwhile activities within the local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings.

- Children with special educational needs are well supported by staff and the special needs co-ordinator. Staff work closely with parents to ensure that all children's individual needs are met.

What needs to be improved?

- Further opportunities for parents of three year old children to become involved in the children's learning, for example, by sharing books and activities at home.

What has improved since the last inspection?

The provision has made very good progress since the last inspection.

At the last inspection the provision was given two points for consideration;

find ways of increasing opportunities for children in the beginners' classes to make real choices to select materials and develop their own ideas

improve creative work by making sure that it is not too teacher directed.

Children in the nursery and reception now have many opportunities to choose their own resources. Time has been built into the timetable for freeplay in both classes.

Staff now offer children a greater range and choice of materials and resources to enable individual expression in their creative work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and well motivated. They are very well behaved, polite and understand what is expected of them. They are able to sit quietly when appropriate. All children work and play alongside each other in a harmonious way, taking turns and sharing. They settle quickly to their work and are able to concentrate on their tasks and activities. Staff encourage all children to care for themselves, including dressing themselves, to build their self esteem and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to listen attentively to both adults and their peers. They answer questions thoughtfully and reveal a good command of language. They are able to listen to and carry out instruction, some of which are complex. Most children understand that print carries a meaning and is read from left to right and top to bottom. Most children are able to write recognisable letters, generally correctly formed. Some children are beginning to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers appropriately through the daily routines and a range of stimulating activities. They are beginning to recognise numbers to 20 and some can add smaller numbers together. Children show a good understanding of the concept of subtraction and decreasing patterns. They are beginning to use mathematical language correctly and developing a wide range of mathematical ideas, measuring and counting. They have a good understanding of shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a lively interest in the world around them. Staff provide stimulating and interesting activities to help children explore and learn about aspects of the natural and man made world, and other cultures. Children make impressive observations and show that they are thinking logically when they make suggestions and answer questions during practical experiments. Children receive many opportunities to use simple technology and computers.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing their fine motor skills well and are able to use a wide range of tools, including scissors, drawing materials and construction toys. Children have good spatial awareness and move confidently between tasks and around the classroom and playground. They have many opportunities to use large equipment and handle wheeled toys confidently. They learn about the importance of personal hygiene and healthy eating through planned and routine activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Opportunities are provided which allow the children to explore aspects of creative media. They enjoy worthwhile activities, including making collages, creating models, painting and printing. Their topics give them the opportunity for plenty of imaginative play based on actual life, for example the home corner is set out as a shop. Staff fully participate to encourage the children's imagination. Children enjoy regular music sessions and playing with musical instruments.

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 improving the following:
- provide parents and carers with further opportunities to become involved in their childrens learning.

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.