



**Office for Standards
In Education**

URN: EY245417/IST/D/PAD

INSPECTION DETAILS:

Inspection Date: 02/02/2005

Inspector Name: Helene Anne Terry

SETTING DETAILS:

Day Care Type

Setting Name: Woodhouse Grove School

**Setting Address: Ashdown Lodge
Apperley Lane
Apperley Bridge
West Yorkshire
BD10 0PQ**

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

Ashdown Lodge Nursery, which is the Early Years Department of Woodhouse Grove School, first opened in 1993. The school is managed by a governing body and is registered with the Department of Education and Skills as an Independent school. The Early Years Head teacher manages Ashdown Lodge on a day-to-day basis. The nursery is situated in Apperley Bridge, between Leeds and Bradford in West Yorkshire. It operates from a detached property set within Woodhouse Grove School estate. The nursery has its own outdoor play areas.

Children attending the school come from the locality and wide surrounding areas. They reflect the cultural and religious backgrounds of these areas. Ashdown Lodge provides full and part time places for children from the term they are three up to five years of age. Children are grouped according to their age and are organised into either the nursery class or one of two reception classes. Children in the nursery class are between the ages of three and four years. The reception class children are between the ages of four and five years. The setting is open 38 weeks of the year during term time for nursery education. The daily sessions for the nursery children are Monday to Friday 09:00 until 11:30 and 13:00 until 15:30. Ashdown Lodge also provides care for children between the hours 08:00 until 18:00.

There are currently 49 children aged three to five years on roll receiving funding for nursery education. There are 15 members of staff who work with the children, including the Head teacher. All of the members of staff hold appropriate qualifications in childcare and education, including five who are qualified teachers.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS

How effective is the nursery education?

Ashdown Lodge Nursery provides a high standard of education in a caring and stimulating environment where children make very good progress in all six areas of learning.

The quality of teaching is very good. Staff have very good knowledge and understanding of the stepping-stones leading towards the early learning goals and the good planning and children's assessments enables them to provide many challenging, interesting, practical activities. Staff have high expectations of the children and challenges set are age appropriate. They use children's assessments to inform future planning, ensuring individual developmental needs are fully addressed. Staff expertly engage children effectively in conversation to support and extend the learning and staff deployment is very good. The nursery provides an excellent range of resources to cover all areas of learning and development and areas of play are very well organised and presented. There are no funded children attending with special educational needs or who speak English as an additional language, however very good systems are in place to provide support.

Leadership and management are very good. The Head gives excellent direction for the care and education of all children through advice and positive role modelling. There is a strong team spirit and staff have well-established systems to review and develop the provision for nursery education. There is a shared commitment, much enthusiasm and understanding towards good early years practices and a desire to continue to improve the quality of care and education.

Partnership with parents is very good. They are very well informed about all aspects of the setting including their child's progress. Parents are welcomed into the classrooms to ensure channels of communication are optimised. They are also encouraged to support and participate in their child's learning and extend learning at home. They have good opportunities to share observations about their child with staff.

What is being done well?

Staff are very competent in using planned and incidental activities to support and extend the learning by engaging children in very effective conversation, which encourages the children to think, question and respond in their own words.

Strong leadership and management provides and supports a shared commitment towards providing a high quality of care and learning. Staff are valued and well supported and their motivation is of a very high standard.

Partnership with parents is very good. Good communication between staff and parents ensures that they are fully informed about all aspects of the setting including the progress of their child.

Staff use very good strategies to promote good behaviour and consideration for others, which is evident in the children's excellent behaviour. Children are given clear and consistent boundaries and help to understand the impact of unacceptable behaviour on others. Staff's calm and polite manner sets a very good example for the children.

Children are given good opportunities to select and explore a wide range of materials and equipment to enable them to create and construct. They enthusiastically and confidently use construction sets, recycled materials, scissors, glue and tape to achieve a desired effect. Staff encourage them to review and improve their work.

Staff use an excellent key working system to support individual children's learning to help them reach their full potential. Small group work occurs regularly throughout the day where children assemble with their individual key worker. This aids children's concentration and ensures that staff are fully aware of each child's stage of development so that an appropriate curriculum can be planned.

What needs to be improved?

- the continuation of the excellent educational provision.

What has improved since the last inspection?

The setting continues to provide and maintain the excellent educational provision observed at the previous inspection. Since the last inspection a good emphasis has been placed on further developing the outdoor play area. Resources are available outdoors to cover all aspects of the foundation stage curriculum; taking the classrooms outdoors, accessible to children in all weather.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have excellent personal and social skills. They are confident and secure in their environment and join in activities eagerly. Children interact very well with adults and their peers, and are confident at forming relationships. Behaviour, manners and social skills are excellent. Children are confident and independent; this is promoted by sensitive support and easily accessible, interesting resources. Older children take responsibility for their own tasks and work well as a team.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories and songs and recall events in their own words. They interact, negotiate and speak clearly and use language to explore feelings and ideas. Children are beginning to link sounds to letters of the alphabet and more able children can write their names. During role-play children are beginning to understand the use of writing as a means of recording and communicating as they are encouraged to mark make and write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from lots of opportunities to practice basic mathematical skills through well-planned and everyday activities. They reliably count to ten and over, can count objects on a one to one correspondence and can recognise shapes and colours. More able children use their knowledge to solve simple number problems when playing games and use terms such as 'less, more and the same'. They enjoy using shape in their play and they make and create patterns very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use construction materials well and often build with a purpose. Well-planned activities help children differentiate between past and present such as the looking at new and old toys and the Victorian kitchen. Children confidently operate the computers and older children can complete simple programmes. Children learn and understand about their environment and develop a positive respect for the wider world, different lifestyles and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently indoors and outdoors. They develop good control and confidence when using equipment such as balancing, climbing and wheeled toys. Children collaborate well in devising and sharing tasks such as using large construction blocks to build and balance. They use a wide range of tools to develop their fine skills, for example when using pencils, paintbrushes, scissors and malleable materials. Children show a very good understanding of healthy practices.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour shape, form and texture in two and three dimensions making models and paint and design collage. They practice real and imagined experiences in the role-play area and outdoors. They enjoy music, dancing and musical instruments and sing simple songs from memory. Children have many opportunities through a good range of materials to explore and express their thoughts and feelings.

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| Children's spiritual, moral, social, and cultural development is fostered appropriately | Yes |
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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

(Key issues or points for consideration for improvement in nursery education)

there were no significant weaknesses to report, but consideration should be given the following:

continue to provide and maintain the excellent educational provision.

The registered person 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 combined inspection.