

# Barnardiston Hall Preparatory School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY356342
<b>Inspection date</b>	17 June 2008
<b>Inspector</b>	Lynn Clements
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<b>Registered person</b>	Barnardiston Hall Preparatory School Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## 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 CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Barnardiston Hall Pre-preparatory School was established in 1959. It is an independent school situated near the village of Barnardiston in Suffolk. The nursery forms part of the early years preparatory department and was registered with Ofsted in 2007. The nursery is registered to provide care for a maximum of 26 children at any one time. There are currently 52 children on roll, of whom, 45 are in receipt of early education funding. The nursery and the early years preparatory department is open each weekday from 08:15 until 16:30 during term times. Children have access to a fully enclosed outside play area. The nursery and early years pre-preparatory department employs eight members of staff all of whom hold relevant early years qualifications and the Head of the Early Years unit is a qualified teacher.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children show an excellent understanding and willingness to keep themselves safe and healthy. For example, they see to their personal hygiene needs and understand the importance of protecting themselves from the sun, when they go out to play. Staff take effective measures to promote their good health, encouraging children to learn about the importance of keeping healthy. The school nurse also takes an active roll in supporting classroom practice. Children visit the nurse's office to learn about self-care and healthy eating. They take responsibility for hand washing and learn about the importance of protecting themselves from germs. Paper towels are provided to help limit cross-contamination. Cleaning routines are in place to ensure the setting remains a nice place for the children to use and be. Children's care is significantly enhanced by the exceptional organisation of the early year's department. All health related documentation is in place and regularly updated to meet children's changing needs. Accident and incidents are recorded and shared with parents and these are also closely monitored so any particular patterns are quickly identified and action taken to prevent future accidents or incidents. All members of staff have completed first aid training to ensure children are very-well cared for in the event of an accident. There is also the school nurse who can attend in any emergency situation.

Children eagerly learn about healthy eating during snack time discussions and planned topics. They help themselves to cartons of milk or fruit juice and become independent whilst eating the snack they have brought from home. Focus is placed on healthy eating and parents are strongly encouraged to support the schools healthy eating programme when providing snacks. Information regarding childrens specific dietary needs are shared with kitchen staff to ensure those needs are met and respected. This sharing of vital information, protects children with allergies from foods which could potentially harm them. Excellent communication systems are in place to ensure that health related information is updated on a regular basis. During snack and meal times, staff implement relevant food preparation and hygiene techniques to protect children from cross-contamination.

Children participate in an exceptionally wide range of physical activities which help them develop their confidence and skills when using large and small apparatus. For example, they confidently use wheeled toys, negotiating available space and pathways, clearly demonstrating that they can move around safely and have an extremely good understanding of spatial awareness. Children have plenty of opportunities to develop other skills, such as hand-eye co-ordination as they use single handed tools and equipment with competence and control. Additional opportunities, such as swimming, dancing, music and movement and physical education sessions with qualified experienced coaches, all contribute to the children's good health and personal well-being.

Younger children are developing their independence physically and emotionally. They learn to express their personal needs clearly and are fully supported by caring competent staff to meet those needs independently. For example, children access toys and resources by themselves, they enjoy taking turns to fetch the milk and juice for snack time from the school kitchens, or whilst hanging up their own coats and belongings on well placed child height pegs and storage units. All children are able to rest or be active according to their individual needs.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children explore and investigate within an extremely well organised child centred environment. Children and staff clearly work well together, creating bright, cheerful displays which add to the welcoming atmosphere. All children are cared for in a very safe and secure setting. The nursery and early years classes are kept locked which ensures that children cannot leave unaccompanied and also ensures that intruders cannot gain entry. All visitors must report to the main school office where identity is checked and a visitor record is maintained. There are exceptionally good systems in place for the safe arrival and departure of children. All children are logged in on a daily attendance register and in addition to this a written record is kept of all persons collecting children on a daily basis, including the times they leave with a particular child. This very good practice enables staff to safely account for each child's whereabouts at all times.

There is a wide range of child-height furniture and equipment which enables children to play and learn in safety and comfort. Soft chairs and cushions in the book areas provide a comfortable, quiet place for children to rest or read quietly, when they want to. Toys and resources are regularly checked and cleaned to ensure they remain in very good condition for the children to use. Excellent opportunities are in place enabling children to learn about keeping themselves safe. They participate in regular fire drills which helps them know what to do in an emergency. They hold scissors carefully as they move around the classroom and topics, such as road safety awareness or stranger danger discussion whilst on trips provides further opportunities for children to discuss their ideas and learn about keeping safe. Safety equipment, such as socket covers, a fully enclosed outside play areas and doors with security key pads help to keep children safe from harm as they move around freely. Very good child-height storage enables children to make their own selections and extend their play at their own pace.

Staff have completed relevant safeguarding children training. They have a very clear knowledge and understanding about the signs and symptoms of abuse or neglect. There are effective systems in place to support staff in dealing with concerns and a designated child protection officer is available to coordinate any referrals and seek support as appropriate. These clear procedures are in place to protect children at all times. Children's welfare is paramount.

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

The provision is outstanding.

Children are eager to attend and relish their time in the vibrant setting. Children are animated and enthusiastic as they make choices about the activities they want to explore or the games they want to play. They are extremely confident and settled in the nursery. Children become engrossed in a wide range of purposeful and developmentally appropriate indoor and outdoor activities which provides high levels of challenge to meet their particular needs according to their age and stage of development. Children and their families are greeted warmly by staff as they arrive each day. They are secure in the setting and develop a sense of place. Children know where to hang up their belongings and confidently return greetings to each other. They move freely around the well organised nursery. Children develop positive relationships with each other and members of staff.

Time is taken prior to placement to ensure that information about each child including what they enjoy doing is in place. This provides staff with important and relevant information about

each child's starting points this, in turn, enables them to provide an inviting environment which motivates and stimulates children's interest and participation.

Children are self-sufficient in their learning. They negotiate small world and role play scenarios based on real and imagined experiences, busily making pretend meals or organising visits using wheeled toys. Children make their own choices from the wide range of learning opportunities available. They work confidently on their own or in groups as they investigate natural and man made materials, such as water or dried pasta. Children construct from a variety of media including building blocks and train tracks. They use appropriate language and gestures to communicate their needs, ideas and experiences, sharing their news at registration or asking questions, such as why, when and how while they explore activities.

The outdoor play area is used effectively to consolidate and develop the children's learning in different ways and on a larger scale than is possible indoors. All staff are interested in what the children say and do and use positive methods including descriptive praise to promote their good behaviour and participation in activities.

Staff have effective strategies in place which reflect the 'Birth to three matters' framework. This ensures that they provide targeted support and appropriate development opportunities for children under three years. Children enjoy what they do and are able to sustain interest in the wide range of activities which promote their understanding and learning. Highly skilled practitioners consistently give their utmost in promoting children's well-being and supporting them to develop their potential.

#### Nursery Education

The quality of teaching and learning is outstanding. Teaching is consistently challenging for all groups of children. The activities and experiences provided are exceptionally well matched to children's needs and interests. Teaching is rooted in clear knowledge of the Foundation Stage. Teaching methods are varied and exciting, taking account of children's differing learning styles and previous experiences. Relationships are excellent. Teaching motivates the children who become fully involved whilst participating in activities. This in turn enables them to make rapid progress towards all six early learning goals. Assessment is monitored and the information gained is used clearly to identify children's next steps for learning. This information is applied to planning so future activities and learning experiences build on what the children already know and can do.

Activities are well thought through. Staff remain interested and motivated whilst planning opportunities for the children. Adaptation is included in all planning which enables them to meet the individual needs of the children exceedingly well. Children play a dynamic role in their own learning. They offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration and use all of their senses to explore. Children develop positive dispositions and attitudes towards learning and caring for each other.

Opportunities in communication, language and literacy enable children to develop language for communication and thinking. They competently link sounds to letters and use their phonic knowledge to support their emergent writing skills. Children access reading books and enjoy meeting visiting authors. They use writing for a purpose during role play activities or when writing stories from their imagination. Children are articulate and confident when sharing their

news from home. They fully understand how conversations work, taking time to listen to their peers before they answer.

Children use number language during everyday play. They use positional language whilst playing outside. They explore capacity and volume during water play or whilst measuring and weighing dried pasta shapes. They are exceptionally confident with numbers, showing skill as they match numbers to the corresponding symbols. Children clearly develop calculating skills, for instance, as they count how many milk or juice cartons are required for snack time or as they join in number rhymes and songs.

Children explore change as they grow flowers and cress. They investigate evaporation whilst playing with water in the sunshine. Children use information communication technology taking photographs and discussing the different types of camera which can be used. They develop their understanding about time whilst sharing their news from home or planning school trips. Children explore other countries and learn about the wider world during topics and discussions. They explore the natural environment during nature walks or visits to the pony's in the grounds of the school.

Children develop bodily awareness as they move around in different ways or as they feel their hearts beating faster after exercise. They manipulate single handed tools and equipment, demonstrating coordination and control. Children learn to run, jump and balance safely as they thoroughly enjoy participating in obstacle courses. They learn that fresh air and plenty of exercise helps them to grow strong and remain fit and healthy.

Opportunities for children to use their imagination are varied and exciting. They enjoy playing with large cardboard boxes, using their own imaginations to transport them to where ever they dream. They become fire-fighters riding the train, dogs in cages or sports people riding their imaginary skate boards. Children invite others and members of staff to their pretend tea parties, carefully arranging the grass on plastic plates to represent their favourite foods. They explore musical instruments and sounds and clearly enjoy singing simple songs from memory. Children create three dimensional models and explore a wealth of creative media during art and design. Overall, children make excellent progress in their learning and development.

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

The provision is outstanding.

Staff work extremely well with parents and carers to meet children's individual needs and ensure they are fully included. There is no bias in staff practice in relation to gender, race or disability. They provide exceptionally well thought through opportunities, enabling children to learn about other cultures and beliefs during topics and discussions. Visitors are encouraged into the setting to share their experiences and skills with the children and help to bring the curriculum to life. Bright displays of the children's creations provide really positive images. Children have access to toys and resources which reflect diversity. They also enjoy educational visits to help support and consolidate previous learning, for example, trips to the local zoo where they feed the tigers and learn about animal habitats. These opportunities enable them to develop their understanding about the wider world.

Staff have very clear procedures in place to support children with learning difficulties and/or disabilities. They adopt a multi-agency approach in the best interests of the child. Parents, carers and staff take time to share relevant information including, where appropriate, observations or individual education plans, so children with identified needs can continue to

make progress. Staff in the early years preparatory department have access to the learning support unit on the main school site. This provides further professional support as required and at short notice to meet the individual needs of the child.

Staff work exceptionally well together to provide a consistent approach to behaviour management. Children learn to share, take turns and negotiate with each other. They become extremely confident, self-assured and self-disciplined, working and playing effectively with others. Children show care and consideration for others and take responsibility for their actions. They have a very good awareness of right and wrong in line with their stage of development. Staff create an environment which encourages children to behave well and fosters their self-esteem through descriptive praise and encouragement. Staff work closely with parents and carers to address any issues quickly and effectively. Any incidents are recorded and shared appropriately.

The setting develops extremely positive relationships with parents. Staff take time each day to share information and listen. This provides positive and open two way communications. Notice boards are in place providing information about forthcoming events, general early years information and photographic displays are used well to depict the Foundation Stage and 'Birth to three matters' framework which are delivered as part of the schools early education programme. A clear prospectus is in place and parents are encouraged to share news from home. Relationships are developed from the outset with staff and parents clearly working together to provide smooth transitions for children along with continuity of care. A clear complaints procedure is in place and a log is maintained and shared with parents on request. All concerns are dealt with efficiently.

Partnership with parents and carers of children in receipt of early education funding is outstanding. Clear information about the Foundation Stage curriculum is provided in parent packs and is also available in the operational plan. Wall displays are used to provide visual information about how activities and play are interpreted through the stepping stones under each of the six areas of learning. It is also made clear that play and learning is not done in isolation and that through one stimulating activity a child can develop a range of skills. Parents are strongly encouraged to share in their child's records of assessment during open evenings and daily handover discussions and home school communication books provide further opportunities for information to be kept up to date. This also ensures that information about what their child can do at home is passed on. This sharing of observations provides key persons with a valuable insight into the whole child and enables them to plan activities and learning opportunities which motivate and secure children's participation and investigation.

Children are learning to share and help each other. They encourage others to join in their games, making room for them at activities or helping them to access additional resources. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is outstanding.

Outcomes for children are excellent. All policies and procedures are individual to the setting. An exceptionally clear operational plan is in place, kept up to date and made available to parents. A wide range of helpful policies and procedures have been developed and these are implemented in practice. This ensures the safe day to day management of the setting. Registration systems are in place and include both children and staff hours of attendance. All records are stored

securely and confidentiality is respected. Robust procedures are in place for the employment of staff and the monitoring of volunteers. This ensures that children are protected from harm.

Children are cared for by dedicated, caring staff who have an extremely good knowledge and understanding of child development. The vast majority of staff hold relevant qualifications, with the remaining staff currently working towards recognised early years qualifications. Clear staff induction procedures are in place and on going appraisals are implemented to support existing members of staff. The organisation of the setting ensures that children are exceptionally well cared for. Overall, children's needs are met.

Leadership and management of early education is outstanding. Whilst the Headmaster oversees the daily running of the whole school, key personnel ensure that the early year's department runs like clock work and meets the needs of all the children attending. The delivery of the Foundation Stage is carefully monitored to ensure that children make extremely good progress. Staff throughout the early years department share information about the children so targeted support is effective. The nursery and early years classes are very much part of the whole school. This inclusive approach enables children to develop their confidence and feeling of belonging, ultimately helping them to move through the school with ease.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration, 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 CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.



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)