

# Highclare Woodfield Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY287857
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<b>Type of inspection</b>	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 outstanding.

### WHAT SORT OF SETTING IS IT?

Highclare Educational Trust provides pre-school nursery education, full day care and out of school provision within the grounds of Highclare Woodfield Independent School. It is situated in Sutton Coldfield, West Midlands and was registered in 2004. The nursery provides full day care for children aged from 18 months to three years. Whilst the preparatory department provides pre-school nursery education for children aged three and four years. There is also an out of school provision for children aged from three to under eight. Although the admissions policy allow children up to the age of 11 years to attend.

There are currently 66 children on roll in the nursery department; 123 children in the Kindergarten and Transition departments and 100 children aged from three to 11 years who attend the out of school club. The nursery and out of school departments are open for 48 weeks of the year. Sessions are from 08:00 until 18:00. Whilst the preparatory department operates during school term times only. Sessions are from 08:30 until 15:20. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities and whom speak English as an additional language.

There are 60 qualified members of staff who work directly with the children across all departments. Of these, four have teaching qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

#### Nursery Education

The quality of teaching and learning is outstanding. Staff have an extensive knowledge of the Foundation Stage curriculum, and how to support and guide children's potential for learning effectively. Therefore, children are highly motivated, eager to learn, self-assured in their play and confident to try new experiences. Children are divided into age-appropriate groups and high staffing ratios maintained, affording plenty of opportunities for one to one attention. All children have easy access to a wealth of well chosen resources and equipment to fully support their learning across all areas. Staff plan an excellent range of activities for children which incorporate both the 'Birth to three matters' framework and Foundation Stage curriculum. Children make excellent progress because teaching is of an extremely high standard and firmly rooted in a secure knowledge of the Foundation Stage. Play experiences are purposely planned because staff have a clear understanding of how young children learn and progress. Effective systems are in place to observe, monitor and record children's achievements and their success is celebrated.

All children thrive in this wonderfully rich learning environment. They show high levels of sustained interest in what they do and form close and caring relationships with adults. Children are articulate and speak clearly. They speak confidently in familiar group situations which helps build their self-esteem effectively. Their early communication skills are extremely well supported through good quality adult to child interactions. Excellent relationships are nurtured, therefore, children's sense of trust and belonging is strenuously supported. Children enjoy books and listen attentively to stories. They are able to account and recall familiar stories such as, the Hungry Caterpillar, and talk about the different foods he ate. The classrooms provide a print and number rich environment. The self-registration system encourages children to recognise their own name. They are introduced to new vocabulary and letter sounds are frequently used throughout the day. Children have ample opportunities to practise their early writing skills. They practise writing for different purposes in the writing area and use forms and letters as part of their free play activities. Many children are starting to write their own name, whilst younger children are beginning to form letters. They use and handle small tools effectively and with increasing control to make and build objects using their own creative ideas.

Children have a keen interest in numbers and count confidently. They are beginning to use their fingers competently to count. Many children recognise numbers from nought to 10 and beyond. Older, more able children can recognise and match numbers above 10 successfully. They gain confidence in using numbers in their play and respond enthusiastically to challenges to extend their mathematical skills in planned activities and daily routines. They enjoy an excellent variety of practical activities including counting, matching, sequencing and pattern making. Children show a keen interest in technology as they have easy access to a broad and stimulating range of information technology resources to support their learning, for example, interactive wipe boards. Children learn about the significance of different festivals and customs through detailed themes and topics.

Children thrive as they enjoy an extensive range of physical activities and have abundant opportunities for fresh air and exercise. They enthusiastically explore the millennium and summer gardens looking for caterpillars. They delight in weekly gym sessions and take an active

interest in music and movement. They show respect for each other's personal space when playing together. Children move in a variety of ways to enhance their control and co-ordination. They practise their throwing and catching skills by working in co-operation with each other. Children can pedal bicycles or use scooters with competence and skill. Their finer manipulative skills and control are actively encouraged through an extensive range of interesting craft activities. Displays of children's individual work is of an extremely high standard and abundant throughout all classrooms.

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

The provision is outstanding.

Children are highly valued for their individuality and receive excellent care according to their respective requirements. There is a strong commitment from the staff team to ensure all children are fully included in all aspects. They have an excellent understanding of the Special Educational Needs Code of Practice and work diligently with parents and other agencies to meet the specific individual needs of children. Staff act as positive role models, they treat children with equal concern, listen to what children have to say and respond with genuine interest to their needs. Children are developing excellent social skills, as they learn to share, take turns and show consideration for others. The children have extensive opportunities to learn about themselves, each other and the world around them through well-planned activities.

Children's spiritual, moral, social and cultural development is fostered. Children's behaviour is exemplary. Staff have high expectations of behaviour and set clear and consistent boundaries. Children understand the difference between right and wrong and learn to take responsibility for their individual behaviour. Children show consideration towards one another, respect and acknowledge people's differences. Children wear their school uniform with pride and thus helps them to develop a strong sense of identity.

Partnership with parents and carers of children in receipt of funding for nursery education is outstanding. Excellent partnership with parents are well established which contributes significantly to children's learning and development. Parents receive a detailed prospectus which includes information on the Foundation Stage curriculum. Excellent lines of communication are very well established with effective systems in place to seek and involve parents in their children's learning. Regular consultation with parents through daily contact, weekly newsletters, information displayed and through termly parent meetings. Parent feedback is excellent. They comment on a faultless, nurturing environment that fully supports their children's progress.

### **Organisation**

The organisation is outstanding.

Leadership and management of nursery education is outstanding. Children's care is significantly enhanced by excellent organisation. Space is used effectively to maximise children's play opportunities within an exceptional learning environment which contributes to children making significant progress in their learning. They become fully engrossed in their play because the well-organised daily routines are designed to ensure children have ample opportunities to develop their own spontaneous, creative ideas.

Children benefit from a highly qualified and skilled staff team who work extremely effectively together. The head teacher is wholeheartedly supportive of staffs personal development through ongoing internal and external training opportunities. The training programme is carefully planned to meet the individual and collective needs of staff. This ensures that staff are able

to deliver a highly successful early education programme for all children. All staff are actively encouraged to review and monitor their practice, through regular meetings, planning, evaluation and discussions about children's profile records. This ensures that the curriculum and teaching methods take full account of all children's individual needs and the diverse ways in which children learn. Detailed, well-written policies and procedures help to protect children, promote their well-being and develop their full potential. All staff work tirelessly to deliver a unique, quality learning experience for all children in attendance and to continuous improvement so that children's potential is fully maximised.

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

Not applicable.

### **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 outstanding.

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

#### **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)