



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 161965

DfES Number: 540048

INSPECTION DETAILS

Inspection Date	07/03/2005
Inspector Name	Nikki Whinton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Griffin School
Setting Address	154 Castle Road Salisbury Wiltshire SP1 3SA

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Chris Hind, Sarah Sneesby, Gill Taylor
Address	154 Castle Road Salisbury Wiltshire SP1 3SA

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

The Griffin School has been registered since 2001. It operates from premises on the edge of Salisbury and serves the local area. A maximum of 56 children may attend the setting at any one time. The school is open each weekday from 08.00 until 18.30 for 51 weeks of the year. It offers nursery sessions as well as before and after school care and a holiday club.

There are currently 158 children from 2 to under 8 years on roll. Of these 41 children receive funding for nursery education. Children attend for a variety of sessions. The school currently supports a number of children with special educational needs.

The school employs 16 staff. Six of the staff hold appropriate early years qualifications. Four staff are working towards a qualification.

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

How effective is the nursery education?

Griffin School offers high quality provision, which helps children to make very good progress towards the early learning goals.

The quality of teaching is very good. The well qualified lead practitioners have a very secure knowledge and understanding of the foundation stage. They plan and provide a good balance of stimulating, practical, adult led and free choice activities to support children's learning. There is scope to further develop opportunities for children to enhance their information and communication technology skills. The staff act as positive role models. They know the children very well and have a very good relationship with them. They ask children searching indirect questions to make them think, reinforce and extend their learning. Staff offer very good support for children with special educational needs.

The leadership and management are very good. The school benefits greatly from the training, skills and ability of the foundation stage lead practitioners. The staff work highly effectively as a team. The school carefully monitors and evaluates the educational provision and its effect on individual children's learning. There is a good awareness of the group's strengths and areas for development, with appropriate strategies being put in place to support future improvement. There is a real commitment to further enhancing the quality of the learning experiences offered to the children.

The partnership with parents and carers is very good. Parents are provided with regular, good quality information about the educational provision. Whilst parents are not asked to contribute to initial assessment, they are encouraged to share their knowledge to support staff's ongoing assessments. Through parents' evenings and regular written reports, parents are kept well advised about their child's academic progress. They are invited to become actively involved in their child's learning, both within the school and at home.

What is being done well?

- The children are very confident, independent, enthusiastic and highly motivated to learn. They behave very well and demonstrate good social skills. Children show genuine consideration for their peers, are able to take turns and share resources successfully. They have formed strong, positive relationships with staff and their peers.
- The lead practitioners are highly skilled and well qualified. The staff are enthusiastic and very capable, working extremely effectively as a team. The staff know the children very well and have a very positive relationship with them. They support the children skilfully in developing their confidence, independence and self esteem.

- The children take part in frequent, stimulating, meaningful outings to help develop their knowledge of the wider world. The destinations are extremely varied, such as visits to Stourhead, the Intech science centre, Clownabout and Hillier Gardens. The activities provided are age appropriate and highly effective in supporting children's learning.
- The children use numbers and mathematical language confidently as part of their daily play. Children count accurately and with enthusiasm. They take part in practical activities to support their developing awareness of shape, space and measure. Children thoroughly enjoy calculating and relish solving simple mathematical problems posed by the staff.
- The children have a very good range of vocabulary. They use language well when discussing their thoughts and ideas. Children are learning to distinguish letter sounds and the rhythm of familiar words. They enjoy exploring books spontaneously and enthusiastically respond to questions whilst listening to whole group stories.
- The staff provide exceptionally good support for children attending with special educational needs. The staff have a very good understanding of children's individual requirements and work effectively with parents and health professionals to help promote their learning and development.

What needs to be improved?

- the staff's partnership with parents and carers, by ensuring parents are invited to contribute to initial assessments
- the staff's provision of opportunities for children to develop their information and communication technology skills.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, independent, enthusiastic and well motivated to learn. They love sharing their news, such as when telling others at circle time 'I've got a new jumper' or 'I've got a cut on my finger'. They listen attentively to others, are able to concentrate for short periods and speak confidently in a familiar group. Children behave well, have good social skills and show consideration for others, such as when helping a friend find their named coat peg or cutting them some sellotape.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children use language confidently when sharing their ideas, such as a child spontaneously telling staff 'Dragons are just stories'. They have good opportunities to enjoy books and stories. They are learning to distinguish letter sounds and to recognise the rhythm of familiar words. Through practical activities including making shop signs and spontaneously writing in greetings cards, children are practising and developing early writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently and accurately, such as when counting children present or the number of 'fat sausages' during singing time. Through activities including building floor puzzles, investigating sand with different sized containers and exploring magnetic shapes, children are learning more about shape, space and measure. Children love problem solving, such as 'How many are left?' or 'How many are there altogether?' whilst taking part in practical, meaningful activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have very regular, stimulating opportunities to explore the local area. Through activities such as sampling Chinese food or dancing to Indian music, children are developing their awareness of a range of cultures and beliefs. Children thoroughly enjoy building with construction 'I'm making a square box. Sometimes it's wobbly'. They enthusiastically discuss significant past and present events, but have fewer chances to develop their information and communication technology skills.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good spatial awareness, moving confidently and safely both inside and outdoors. Through regular activities including weekly swimming lessons and visits to local playgrounds, children are effectively developing their large muscle skills. They handle a wide variety of equipment, tools and materials safely, whilst demonstrating good coordination and control. Children have a good understanding of the need for good hand washing practices 'Because there's germs'.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have good child centred opportunities, such as when painting their interpretation of a dragon or making collage pictures from self selected materials to develop their own creative ideas. They enthusiastically sing simple songs from memory and have regular opportunities, such as through the visits of a weekly music teacher to develop their musical awareness. Children love using their imagination during role play, such as when children spontaneously set up their own ice cream factory.	
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;
- develop the partnership with parents and carers by ensuring parents are invited to contribute to initial assessments
- maximise opportunities for children to develop their information and communication technology skills.

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.