



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 257164

DfES Number:

### INSPECTION DETAILS

Inspection Date 13/01/2005  
Inspector Name Lesley Jane Bott

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Hallfield Pre-Prep School  
Setting Address 48 Church Road  
Edgbaston  
Birmingham  
West Midlands  
B15 3SJ

### REGISTERED PROVIDER DETAILS

Name Mrs Susan Jarratt

## 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

Hallfield School was founded in 1879, and the pre-preparatory department registered in 1967. The school changed to co-educational in 1995 when they first started to accept girls, taking children from 2-11 years. Funded three and four year olds are catered for in the lower school building and purpose built nursery building based on the 20 acre school site in Edgbaston, close to the city of Birmingham. The school is open for 36 weeks a year during term time from 08:00 to 18:00 including Pre-school and After School Care and eight weeks of holiday care.

There are currently 153 children from 2-5 years on roll. Of these 108 receive funding for nursery education. Children come from a wide catchment area with parents travelling in for work in the city. The setting currently supports children with special education needs and who speak English as an additional language.

The Early Years employs 25 staff all of whom hold childcare qualifications, including seven qualified teachers.

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

### How effective is the nursery education?

Hallfield School offers high quality provision overall which helps children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff manage the children very well and have good relationships with them. The very good planning and presentation of activities demonstrates a secure knowledge and understanding of the stepping stones and how children learn. They organise the indoor space and resources imaginatively across the classes to enhance their planning and create a learning environment in which children develop and increase their independence.

Staff give individual children a good level of support, they skilfully develop children's language by maintaining a dialogue with them and asking questions, which encourage them to think and talk about what they are doing. Although there is an effective system in place to offer support to children with special needs, the systems in place to offer support to children who speak English as an additional language are not always effective. A key strength is the strong team work within the Early Years Group and assessment of children's progress forwarded to their next class.

The leadership and management is very good. The Head of Pre-Prep and Nursery Department is very effective in ensuring that there is good communication between all staff, with regular staff and year co-ordinator meetings. There is a rigorous system to monitor and evaluate the quality of teaching with appraisals and teaching practices addressed.

The partnership with parents and carers is very good. Staff spend time talking informally to parents about their child at the beginning and end of the day. Two parents evenings are scheduled throughout the year with a written report at the end, and parents are kept well informed about school ethos, curriculum and their child's progress.

### What is being done well?

- Parents are kept very well informed of their child's progress. There is opportunity to speak to staff at the beginning of the day and parents evenings throughout the year.
- Strong communication lines between co-ordinators and their staff and the Head of Pre-Prep and Nursery Department allows for good teamwork and smooth transition of children through their early stages of education.
- Children enjoy mathematics and this is reinforced at routine times. Younger children are beginning to recognise numbers 1-10 while older children can count confidently to 20 and beyond.
- Children are making excellent progress in reading and writing with older

children being able to read, whilst younger children are beginning to recognise their own name.

- The setting provides good quality information about the provision and parents are well informed about their child's achievements and progress. Parents are encouraged to become involved in their child's learning.

#### **What needs to be improved?**

- improve the planning and assessment procedure to ensure that the programme and activities are promoted to meet the needs of children for whom English is an additional language.

#### **What has improved since the last inspection?**

Not applicable, no key issues raised.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate easily from their main carer and are confident. They are developing good relationships with other children and staff. Behaviour is good and children respond well to the boundaries set. Their understanding of the need to share and take turns is well developed working well together at tidy up time. Children are developing good personal independence and consideration to others with respect and understanding of the school's Golden Rules.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are fluent speakers, and are building on their vocabulary with support from staff. Children enjoy books and listen well to stories in group situations and assembly. Books are handled confidently and children respect resources. Staff listen to children read each day. Children recognise their names on coat pegs and are beginning to write these correctly with well-formed letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting and count confidently in daily routines and play situations. Children have a very good understanding of numbers and can recognise numbers out of sequence, understanding the shape and written word with number fans. They extend their awareness of weight and capacity through the use of resources such as sand and water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in the world around them and have opportunity to investigate. They enjoy exploring everyday technology and older children use the computer suite once a week. They are learning about their own and other cultures and beliefs and parents come into school to give talks on their own cultures. Children are beginning to have an understanding of the world they live in and where their city is in relation to England and the world.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, negotiating pathways around school. All children are beginning to have a sense of space through P.E., dance and outdoor play. Children manoeuvre themselves around obstacles and others at break times using outside equipment. All children learn the importance of hygiene through daily routines and wash hands before food. Children handle small and large equipment with increasing control, understanding to use left or right handed scissors.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children participate enthusiastically in music and dance sessions, using their imagination and distinguishing between slow and fast sounds. Indoor role play activities are varied and interesting. Children draw on their experiences and imagination as they play in the 'hospital' or toy shop. Simple songs with actions and hymns are enjoyed by the children in music lessons and assembly.

**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:*

- improve the planning and assessment of support given to children with English as an additional language.

*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.*