

INSPECTION REPORT

HINDPOOL NURSERY SCHOOL

Barrow-in-Furness

LEA area: Cumbria

Unique reference number: 112093

Headteacher (Acting) : Mrs J. Mutton

Reporting inspector: Mrs P.J. Allison
21420

Dates of inspection: 3rd – 6th July 2000

Inspection number: 192032

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
School category:	Community
Age range of pupils:	3 - 4 years
Gender of pupils:	Mixed
School address:	Bath Street Barrow-in-Furness Cumbria
Postcode:	LA14 5TS
Telephone number:	01229 894660
Appropriate authority:	Cumbria Education Authority
Name of chair of governors:	Mrs N. White
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Area of learning responsibilities	Aspect responsibilities
Mrs P.J. Allison	Registered inspector	Mathematics	What sort of school is it?
		Knowledge and understanding of the world	The school's results and achievements
		Personal and social development	How well are pupils taught?
		Equal opportunities	How well is the school led and managed?
			What should the school do to improve further?
Mr K. Schofield	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work with parents?
Mrs J. Holmes	Team inspector	Language and literacy	How good are the curricular and other opportunities offered to pupils?
		Physical development	
		Creative development	
		Special educational needs	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This nursery school in the town of Barrow-in-Furness, takes boys and girls aged 3 and 4. They are admitted at the beginning of the year in which they will be four and they attend for one year before transferring to local infant schools. Currently there are 101 children on roll, all attending on a part-time basis and all of white ethnic origin. Children come from a wide area and the intake of the school is mixed. However, the immediate area of the school is one of social and economic deprivation. The school is part of an Education Action Zone.

There is a wide range of attainment on entry to the school, but it is generally below what might be expected. Some children have well-developed skills, but many have weak personal, social and communication skills. Seven children have been identified as having special educational needs. There have been many changes in staffing since the last inspection and currently there is an acting headteacher.

HOW GOOD THE SCHOOL IS

Hindpool Nursery is a very good school, providing a high quality of education for young children. Children achieve very well, and by the time they leave the school, most are well on the way to reaching the levels expected by the age of five in all areas of learning. Standards in personal and social development and in speaking and listening are particularly high. The quality of teaching is very good, as is the range and quality of the curriculum. The school is very well led and managed. Children are well cared for and relationships are very good. The school's partnership with parents is excellent. The school aims to provide a good quality environment in which all children can develop; this is achieved very effectively.

What the school does well

- Children make good progress and achieve well in all areas of learning.
- The quality of teaching is very good; support staff make a valuable contribution to the quality of teaching.
- The personal and social development of children is very good; children become independent learners with positive attitudes.
- The leadership and management of the school are very good; there is a strong sense of team work.
- The partnership the school has with parents is excellent.
- The school provides a wide-ranging curriculum, offering children very good opportunities for learning.
- Children are well cared for; children with special educational needs are very well supported.
- The accommodation is very good and has been greatly enhanced by the development of the outside area.

What could be improved

- What teachers know about children's progress is not always used sufficiently to plan the next steps in the learning of individual children, particularly in writing and numeracy.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. It was found to be a good school with many strengths. Despite changes in staffing and management, the school has maintained the high standards of achievement, and has continued to improve the quality of provision. All issues from the last inspection have been addressed; in particular, documentation has been put together to give the provision a more secure basis. Considerable improvements have been made in the role of governors, and in the development of the outside environment. The school has made good progress and has the potential to develop further.

STANDARDS

The table summarises inspectors' judgements about the achievements of pupils in relation to the desirable learning outcomes, by the time they leave the school.

Performance in:		Key well above average A above average B average C below average D well below average E
language and literacy	C	
mathematics	C	
personal and social development	B	
other areas of the curriculum	C	

Attainment on entry to the nursery is generally below what might be expected. All children make good progress, and often very good progress, during the year they spend at the school, and they achieve well. They are well prepared for the next stage in their learning.

When they leave the school most children are well on course to achieving the desirable learning outcomes by the time they are five, and many have achieved them already in some areas of learning. Standards in personal and social development, speaking and listening and physical development are above what might be expected of children of this age.

By the time children transfer to their next school, they have developed a positive attitude towards learning. They relate well to adults and other children and are able to co-operate and share. Most notably, they have achieved a high level of independence and are able to organise themselves and their learning.

Children talk confidently and listen well. They enjoy books and are beginning to recognise familiar words. They understand about writing and many can write their own name. They count and use mathematical language in practical situations. They move confidently with increasing skill. They have a good awareness of the world about them and have developed a keen interest in finding out more. They explore materials and tools and experiment confidently with colour and sounds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children have very good attitudes to learning. They enjoy being in school and take part in activities confidently. They are independent and concentrate for long periods of time.
Behaviour, in and out of classrooms	Children behave well. They know what is expected of them and they have learnt to consider others and be aware of the impact of their own behaviour.
Personal development and relationships	Children's personal and social development is very good. They become independent and responsible. They co-operate and take turns. Relationships are very good.
Attendance	Good. Children are keen to come to school.

The quality of children's personal development is a major strength of the school. The good attendance is a reflection of how much children enjoy school and are confident in its environment.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

100% of teaching was at least satisfactory; 96% was good or better; 39% was very good.

Language and literacy – teaching is very good, particularly in developing speaking and listening skills and in fostering an interest in books.

Mathematics – teaching is good, especially in developing mathematical understanding through practical experiences.

Personal and social development – teaching is very good; all adults encourage positive attitudes, independence and responsibility.

Support staff make a valuable contribution to the quality of teaching in the school; the strength of the teamwork is a major factor in the achievement of high standards. Parents and students are also well deployed to support children's learning. Children with special educational needs are very well supported by all adults.

All adults have a very good knowledge and understanding of the needs of young children. Secure routines have been established and expectations are consistently high. Interactions are effective and supportive. High quality learning takes place as children gain skills, knowledge and understanding, and learn to think for themselves and take responsibility.

Teachers know their children well, but they do not always make the best use of this knowledge in order to plan for the next steps in learning, particularly in writing and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good. A wide range of stimulating activities and experiences across all areas of learning are provided, with an effective emphasis on children becoming independent learners. Many first-hand experiences are used, with a positive impact on children's attitudes and motivation.
Provision for pupils with special educational needs	Children with special educational needs are soon identified and are very well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for children's spiritual development. The nursery environment is a place where excitement and wonder are natural features of every day. Provision for children's moral, social and cultural development is very good. Children learn right from wrong and they develop a respect for others. The range of experiences offered to children ensures that they develop an awareness of their own and other cultures.
How well the school cares for its pupils	The school takes very good care of children.
How well the school works in partnership with parents	The school's partnership with parents is excellent. The high quality of the communication between parents and staff, and the way in which parents feel a part of the school, have a positive impact on how children make the transition

	from home to school and the quality of their attitudes to learning.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are very good. The acting headteacher has managed the school very well and has secured the confidence of parents. Staff work as a team and are committed to high standards.
How well the governors fulfil their responsibilities	The role of governors has developed very well since the last inspection. The chair of governors provides very effective leadership. Governors are committed to the good quality of provision and are becoming more involved with the work of the school. The way in which they have worked at developing the outside area is excellent.
The school's evaluation of its performance	The school is at an early stage in monitoring and evaluating its performance, but sound procedures are in place and are developing well.
The strategic use of resources	The school has no delegated budget, but uses all its available resources very well. Principles of best value are already in place, for example in the consultation of parents.
Adequacy of staffing, accommodation and learning resources	Staffing levels are good. Support staff play a major and effective role in the school. Learning resources are adequate, although children currently have limited access to computers. The accommodation is very good and is well used. The development of the outside area has substantially enhanced the provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents find it easy to approach the school. • Teaching is good. • Children like school and are happy to come. • The school is well led and managed. • Children make good progress. • Children's personal development is good • The curriculum emphasises first hand experiences. 	<p><i>All parents have a positive view of the school and there are no significant concerns about any aspect of its work.</i></p>

The inspection team is in full agreement with the positive views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Attainment on entry to the nursery is generally below what might be expected. Although there is a wide range of attainment, many children enter with weak personal, social and communication skills, and their experiences of the world are quite limited. All children make good and often very good progress during the year they spend at the school, and they achieve well. They are well prepared for the next stage in their learning. Parents are happy with the progress their children make at the nursery.
- 2 When they leave the school, most children are well on course to achieving the levels expected by the time they are five, and many have achieved them already in some areas of learning. Standards in personal and social development, speaking and listening and physical development are above what might be expected of children of this age. The high standards from the last inspection have been maintained, and in some areas, such as physical development, they have been improved.
- 3 Achievement in personal and social development is above expectations. Children are confident in the classroom environment. They know the routines of the school and respond well to them. They relate well to adults and to other children. They have learnt to play co-operatively and to take turns. They have developed a high level of independence and can organise themselves and their learning.
- 4 In small and large groups, children listen to adults and talk about their experiences. They are beginning to listen to each other and many respond well in conversation with other children. They listen to and enjoy stories and can talk about what is happening. They take part in role-play. They enjoy books and handle them well. Many are beginning to recognise their own name and other words. Most children understand about writing. Many can write their own name and some are beginning to use recognisable letters in their mark making.
- 5 Children use mathematical language, such as 'taller than', in the context of practical situations. They develop a good understanding of mathematical ideas, such as the properties of shapes, how graphs are used. They count and match, and recognise numerals.
- 6 Children achieve good standards in physical development. The imaginative use being made of the newly developed outside area is already having an impact on children's confidence in moving and using equipment. Children move confidently, with an awareness of space and others. They use a range of small and large equipment; for example they balance, climb and throw. They learn to handle tools and other objects with a good degree of dexterity.
- 7 The wide-ranging curriculum enables children to make good progress in their knowledge and understanding of the world. Children talk about their families and about where they live. They explore and recognise features of the world about them, and gain knowledge of the wider environment through visits. They

confidently experiment with materials and equipment and effectively use skills, such as cutting, folding, building.

- 8 Children achieve well in creative development. They have the opportunity to explore and experiment with a wide range of materials and tools. They listen to stories and take part in music sessions. They respond imaginatively and communicate their feelings.
- 9 Children with special educational needs achieve well. Their needs are identified at an early stage and they are very well supported. They are able to take part in all activities and they make good progress alongside their peers.

Pupils' attitudes, values and personal development

- 10 Attitudes, values and personal development are strengths of the school. Parents have a positive view about this aspect and know that their children are happy in school. They are very supportive of the values the school promotes.
- 11 Children's attitudes to learning are very good and they enjoy coming to school. They confidently participate in activities, especially when they can learn new things. Children make appropriate choices of resources and are able to concentrate on activities for extended periods of time. For example, a group of children was observed working harmoniously together for about thirty minutes exploring the outcome of mixing different colours of paint.
- 12 Children listen to each other and are able to talk confidently to visitors about what they have done. Overall, children show very mature attitudes, undertaking independent work easily and clearing up after activities without much prompting. In an outside activity, children experimented with concentration and interest using wheels, hoops and wheeled toys to independently find out the effects of motion on different types of surfaces. At the conclusion of their activities, they helped adults to collect in the items used.
- 13 Children demonstrate good behaviour both in and out of class. A few children are sometimes distracted and have difficulty concentrating during whole class sessions, but they are skilfully and sensitively managed by the adults. All children have a clear understanding of the nursery's rules and usually respond quickly without quarrelling or unnecessary noise. Outside, they play happily taking turns to use toys and equipment. Good behaviour was seen when children were using water sprays. They all acted responsibly when the teacher explained that they should not use the sprays to wet each other's clothes. No oppressive behaviour or occurrences of inappropriate behaviour, such as bullying, were seen during the inspection. No exclusions have occurred in the school.
- 14 Children's personal development is very good. They are given opportunities to show their initiative and become involved in independent learning. Relationships within the school are very good with staff providing commendable role models for the children. The rapport between staff and children as well as amongst the children themselves is remarkably good. Children are supportive of each other and very caring of those less able. They work collaboratively on the computer and in group activities.

- 15 Children are sensitively encouraged to consider the effects of their actions on others. There were many instances of children showing their caring attitude. For instance, children with special educational needs are fully integrated into activities with the other children, who take care of them without being asked.
- 16 Attendance levels in the school are good and this prepares children for the next stage of their education in the infant school where attendance is a statutory requirement. Pupils are keen to come to school and a prompt orderly registration process sets a positive note for the day.
- 17 The high standards in attitudes and behaviour recognised at the last inspection have been maintained and further developed to produce a positive ethos in the whole school community.

HOW WELL ARE PUPILS TAUGHT?

- 18 The quality of teaching in the school is very good. All teaching observed during the inspection was at least satisfactory, and was almost all good. Over a third of it was very good. This is an improvement from the good standards achieved at the last inspection. Improvements are mainly in the quality of planning and organisation. Parents are very appreciative of the quality of teaching in the nursery and the impact it has on the progress their children make and the attitudes they have towards learning.
- 19 Support staff make a valuable contribution to the overall quality of teaching in the school. The quality of teaching provided by the nursery nurses who work alongside the teachers is very good. Teachers and nursery nurses effectively plan together and other support staff are involved in this as appropriate. Parents, students and other volunteer helpers are well deployed to support children's learning. All adults work well together as a team and in so doing provide a strong supportive framework within which children can grow and learn. The school has coped with some considerable changes in staffing but has managed to keep a strong team element, which is a major strength of the school.
- 20 Teachers have a very good knowledge and understanding of the needs of young children. This is apparent in the quality of the planning of the curriculum, the approaches that are used and the emphasis that is placed on children becoming independent learners. All adults use the language specific to particular areas and encourage children to use it. They inspire and challenge children. Interactions are very good and all adults demonstrate a good knowledge of the children with whom they are working.
- 21 Planning is effective. A wide range of activities and experiences is provided, with the emphasis on first hand experience and opportunities for children to initiate activities and take responsibility. All available space is well used, both inside and outdoors. Of particular note is the imaginative way in which the newly developed outside area is being used to extend children's experiences.
- 22 Good routines have been established, which provide a secure framework for children. They get used to the rhythm of the day and respond well to the different parts. A significant strength of the teaching is the way in which children's speaking

and listening skills are encouraged and developed to a high standard. The different ways in which 'review time' is used play a major role in this. Teachers and nursery nurses conduct these sessions very skilfully and children make strides in their learning during these times.

- 23 Children are very well managed. Relationships are excellent and all adults have high expectations of the children in their care. Children respond well to this and learn what is appropriate behaviour. For example, they learn to listen to each other and take turns. Those few children who at times find it difficult to concentrate are very sensitively and skilfully managed by adults and they make good progress in learning to behave as others do.
- 24 Assessments are made regularly and teachers are well aware of the progress their children are making. Informal interventions in children's activities show teachers using this knowledge in order to challenge individual children and encourage them to develop their learning. However, information from assessment is not always used sufficiently in planning for children's learning needs. This applies most particularly in areas such as writing and numeracy, where some children could make further progress if more focused tasks were provided.
- 25 Teaching for children with special educational needs is very good. Support staff provide high quality care, but all adults are aware of the needs of individual children and ensure that they have access to the activities and experiences provided. The quality of the relationship between staff and parents also has a positive impact on the progress these children make.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

- 26 The development of imaginative outdoor facilities has enhanced the broad and interesting curriculum that was reported on during the previous inspection. It has added an extra dimension to the extensive range of rich and worthwhile learning experiences that successfully develop the children's understanding and skills. The planned curriculum covers all the recommended areas of learning for children of this age. It promotes their intellectual, social, emotional and physical development very effectively through a balanced programme that encourages confidence and independent learning. Provision ensures that children participate in purposeful play, talk extensively with adults and with other children, develop mathematical concepts through discussion and pursue specific initiatives and interests of their own. Firm educational foundations, that emphasise positive attitudes to learning, successfully prepare the children for transition to the next stage of their schooling.
- 27 Very effective emphasis is placed on developing learning through first-hand experience, and the children are given many opportunities to explore the living world through observations made both in and out of doors. They observe the changing seasons, the changes evident during the life cycles of animals and insects and the changes to themselves since babyhood. The school stresses health issues and effectively raises the children's awareness across most areas of the curriculum. Safety is addressed during Child Safety Week and the local policeman visits the school during that time.

- 28 The community makes a very good contribution to the children's learning. Special focus weeks include visits to the library during book week, the local pet shop in connection with pet's week, and during music week visiting musicians extend the children's musical experiences. Through visits further afield children experience the colours of autumn in Conishead, and continue their transport topic at the Dock Museum. Local business, community groups and voluntary supporters have provided valuable help in the development of the school grounds. Much has been achieved towards this on-going project and the school now has an environment rich in valuable learning opportunities.
- 29 The school's provision to meet the special educational needs of all its children is very good. Children who need extra help are readily identified through links with the health service, staff observation and consultation with parents. Detailed individual education plans are drawn up, they are reviewed regularly and parents are fully involved. Very effective support is provided by the teachers, the nursery nurses and the additional learning support staff, which ensures that all children have equal access to the full range of activities on offer and make good progress in relation to their individual targets. The speech therapist visits the school weekly and keeps in close contact with the parents of the children on her list. Statutory requirements in relation to the national Code of Practice for children with special educational needs are well implemented, and all the documentation is appropriately maintained. There are good links with the local infant school and helpful records are shared. Meetings between staff and parents of children with additional needs are arranged as appropriate, to share information and discuss any concerns.
- 30 At the last inspection there was limited documentation relating to the curriculum. Now the school has policies and schemes of work in place and this has led to more consistency and has provided a more secure base for planning. The school's curriculum planning has many good features that can be easily communicated to parents. These include the long and medium term plans that develop the curriculum through a wide-ranging set of seasonally based topics. All the areas of learning are addressed within these topics and teachers check that children's skills are developing through a series of carefully planned assessment tasks. The short-term planning contains details of all the planned experiences for the week. However there is little written indication that shows how individual children's assessed needs will be met.
- 31 The provision for children's spiritual development is good. The nursery environment is a place where excitement and wonder is a natural and continual feature of every day. Opportunities abound for children to observe something new in the animal and insect world and to delight in their own discoveries and acquisition of new skills. During the inspection, children were observed admiring the colours of a moth and taking special care to ensure that it was not hurt. Two children expressed great joy as they experimented with paint and made a magical discovery that the combination of two colours made a third. 'Review time' provides an occasion for reflection and sharing these experiences with others. Children learn about the values and beliefs of others through the celebrations of different religious festivals. All the areas of learning are addressed within these topics and teachers check that children's skills are developing through a series of carefully planned assessment tasks.

- 32 Considerable importance is placed on developing the children's personal and social skills and the provision for both moral and social development is very good. The start to the school day is a very pleasant, happy, and social time when children and all staff greet each other during activities and registration. A well ordered and structured daily routine enables all the children to develop a level of independence and confidence which encourages them to take full advantage of all the available activities.
- 33 Children know the nursery rules and understand the difference between acceptable and unacceptable behaviour. Expectations are clear and the staff consistently employ positive strategies to encourage good behaviour. If behaviour falls below expected standards children are clearly but firmly made to consider how their actions affect others. For example, children responded well when reminded that the noise they were making during role-play was disturbing others who were in the reading corner. The timely and skilful intervention of all staff encourage children to relate positively to each other. They are encouraged to be sensitive to the needs of others and they care for each other in a very mature way. For example, one little girl was concerned that the chair used by a child with special needs might be becoming too small for him. Children are considerate of each other and work together co-operatively, taking turns and sharing equipment. They push blocks together and make a train for others to clamber on, all sharing the imaginative journey to the seaside. Two boys work together at the computer happily taking turns to operate the program. Snack-time provides good opportunities for children to interact socially and develop positive relationships.
- 34 Provision for cultural development is very good. Children are encouraged to appreciate their own culture and environment. They are introduced to a range of traditional stories and rhymes and they have developed a good repertoire of known songs. They learn about people in their own environment through different role-play activities. During the inspection the imaginative area had become a 'library', and children assumed the role of librarians and customers. There is a good provision of musical instruments and dressing-up clothes that represent different cultures. There is a satisfactory selection of books represent positive images of people from different countries and walks of life. The main festivals of Christianity are celebrated and other faiths are recognised especially those followed by children in the school. The school has celebrated Diwali, and there is good photographic evidence illustrating the excitement generated during celebrations to mark the Chinese New Year with dragon dancing and special food. Visits and visitors successfully and imaginatively enhance and extend the cultural opportunities available.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 35 The school takes very good care of children. The positive school ethos provides support and an appropriate range of procedures gives security. Part of the strategy includes extensively involving parents in the continual monitoring process for care and welfare.
- 36 Teachers know their children very well and have their best interests and welfare in mind. The school provides a very supportive and caring environment in which children flourish. A sensitive induction process ensures that both parents and their children are supported when they first enter the school.

- 37 A sound health and safety policy is in place, including a formal method for risk auditing. The school continually reviews its policies to ensure that they are up to date, and that procedures are followed consistently by all staff. The school undertakes fire drills each term and ensures that certification bodies periodically check the safe operation of critical equipment. Arrangements are in place to deal with any sickness or accidents that may occur, and parents are informed appropriately. The school has a suitable child-protection policy, which ensures that all members of staff have undertaken relevant training.
- 38 Procedures to promote children's behaviour are very good and ensure that the school is free from harassment and bullying. A positive system of intervention by staff is used to contain inappropriate behaviour. There is good provision from support staff for the few children who present challenging behaviour. Staff monitor children's attendance closely. Parents are contacted if their child is inexplicably absent and the school follows up any concerns with parents.
- 39 There are a number of assessment procedures that provide an effective system for monitoring children's learning and personal, social and emotional development. A 'Home to School Record', along with home visits and any appropriate pre-nursery records, provide the foundation for the schools initial assessments. Children's individual needs are readily identified through staff observations and continual consultations with parents. Children's knowledge, skills and attitudes are assessed regularly through carefully planned weekly tasks and focused skill activity sheets.
- 40 Teachers maintain good records of individual children's performance with useful diagnostic comments. All information gathered aids the completion of the children's individual 'achievement walls', and, together with retained samples of their work, provides a good record of their achievement in the nursery. Throughout the children's time in the nursery their parents are fully involved in all aspects of assessment. They contribute to the mid-year progress record, which forms the agenda for parental discussions with teachers. The end of year transfer record, is helpful and informative to receiving schools and is also available to parents on request.
- 41 The very detailed and useful information gathered through assessment is considered at weekly meetings and used to record children's progress. However, this information is not used enough to plan specific work, particularly connected with early writing and number skills, which is designed to meet the assessed learning needs of individual children and ensure that they are helped to make the appropriate progress. Teachers know the children's needs very well indeed, but do not identify them in the short-term written planning, nor explain clearly enough how and when these needs will be met through the activities provided.
- 42 The close observation of children's progress identifies any that are having difficulties and may have special needs. Together with parents' observations and links with the health service, appropriate steps are taken to provide the support needed to ensure that all children are able to access the whole curriculum. All staff are aware of the special educational stages of need and are fully involved in the preparation of Individual Education Plans. Additional learning support staff link their planning to that of the schools, ensuring that the individual children they support participate fully and make good progress towards their own individual learning targets. At the time of transfer to new schools, opportunities are offered, for parents and all involved to meet and share information and any concerns.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 43 The school's partnership with parents is excellent and parents hold the school in high esteem. They feel that their children are well cared for and make good progress. Communication with parents engenders a family spirit that makes the school attractive to the whole community, and, in turn, motivates children's enjoyment of school. Parents find teachers approachable and this raises their confidence in the school. All parents have positive views of the school and have no significant concerns about any aspect of its work.
- 44 Parents have good opportunities to visit the school and meet with staff before their children join the nursery. This excellent inclusion policy continues with frequent invitations for parents to participate in various events, activities and celebrations during the course of the year.
- 45 Information provided by the school is very thorough, keeping parents aware of what is going on and how their children are progressing. Prior to parents' mid-year meeting with teachers, parents complete a survey form to create an agenda for resolving any concerns about their children's progress. At the end of the school year, parents can request a copy of the transition report that is used to show children's achievements when they transfer to the infant school.
- 46 An attractive prospectus and a parents' handbook are distributed to parents. During the year, a monthly newsletter is circulated to keep parents abreast of school events. The local press have frequently been involved in reporting the school's activities, such as the recent newspaper report about the installation of a water tank that children use to nourish flowers and shrubs that grow close to the school building.
- 47 The school offers many opportunities for parents to participate in their children's learning. The excellent displays of weekly learning activities provide ideas and guidance for parents, enabling them to follow up and pursue further the topic ideas that have been developed in class. This has a positive impact on the children's development and enables parents to become directly involved in their children's education.
- 48 The opening of each session is a positive time for the development of the home school partnership. Parents are welcome to come into school to settle their children into their class, to talk to teachers and other adults and to take part in the activities with their children. This arrangement has a major impact on the way in which children make the transition between home and school, and lays the foundations for a positive attitude towards learning generally. A library scheme is used effectively to encourage home reading. A number of parents are involved in the day-to-day activities in the school and they make a valuable contribution to the provision overall.
- 49 The Parent Teachers Association makes a valuable contribution to the life of the school. It runs a number of successful fund-raising and social events. Many notable improvements have been made around the school involving the collaboration of parents and governors, who have worked together with sponsors from banks and industrial organisations. For example, inside the school, sponsors have supported the installation of two, raised play platforms. The attractive outside

play area, is a credit to this co-operative initiative. Substantial funding was raised and valuable voluntary help was received from parents, to create an enhanced learning space, adorned with trees, plants and picnic benches. Plans are now advanced for the building of a pagoda.

- 50 Parents and children mark their appreciation on the last day of each term. On such occasions, it has become an unwritten tradition for children to bring flowers into school as gifts for their teachers and helpers. A frequent observer of this event was almost lost for words to describe the beauty of this moving celebration.
- 51 Since the last report the school has created and published information to parents that meets statutory requirements. Outside facilities have been improved to a level of excellence.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 52 Since the last inspection the school has undergone major changes in staffing, including a change in the management of the school. The acting head is currently providing very good leadership. She has managed the school well through a difficult period and has secured the confidence of parents and the support of governors. She has effectively steered the school's current development and is committed to its future improvement.
- 53 Despite many changes in staffing, the school has a strong sense of teamwork. There is a shared commitment to improvement and the achievement of high standards. This is demonstrated in the hard work that has gone into putting in place the documentation, the absence of which was a weakness in the last inspection. The school has clear aims, based on every child's entitlement to a quality environment in which to develop. This reflected in the work of the school, for example in the positive relationships and the opportunities provided for all children to develop. A strong commitment to the aims has been most certainly reflected in the efforts that have been made to develop the outside area for the benefit of all children.
- 54 The governing body, under the very effective leadership of the chair of governors, has developed its role considerably since the last inspection. Governors are becoming more aware of the strengths and weaknesses of the school and of their own responsibilities. They are more organised, for example with an effective committee structure. In particular, the environment committee has worked hard and with dedication to raise funds and generally organise the development of the outside area. Individual governors are more involved with the work of the school; for example they are developing links with curriculum areas. There is a strong sense of loyalty and commitment to the school and the community it serves and to the quality of provision for all children.
- 55 The school is at an early stage in monitoring and evaluating its performance, but sound procedures are in place and are developing well. Staff and governors are beginning to consider the effectiveness of provision and what needs to be done in the future to improve further what is offered. The school development plan reflects the identification of appropriate priorities and details action to be taken and responsibilities involved. The range of the plan is an improvement from the last inspection when it was felt to be too limited.

- 56 The school does not yet have a delegated budget and has limited control of finances. What responsibilities the school has are carried out well. The administration of the school is efficient. Extra hours for administration have been used well to ensure that teaching staff are supported and are able to spend as much time as possible with children. The school is well prepared to take on a delegated budget. The principles of best value are already in place, for example consultation with parents is a well established practice. Grants and other funding for the development of the outside area have been sought and, when received, have been very well used to provide a quality environment which has had a major impact on the quality and range of the curriculum.
- 57 Staffing levels are good. Teachers and support staff are appropriately qualified and experienced. Support staff in particular make a valuable contribution to the quality of teaching in the school. All staff have access to professional development. New members of staff are well supported. The school provides well for students at different levels.
- 58 The accommodation is very good. There is plenty of space for the wide range of activities being offered and it is used well. The development of the outside area has enhanced the accommodation. Learning resources are adequate, but outdoor and large equipment is limited, and currently the level of suitable computers limits the access children have. This situation is in the process of being rectified as the school has recently procured funding for hardware and training. All available resources are stored and labelled so as to be accessible. This encourages children's independent learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 59 In order to improve the already high standards achieved by children, teachers should:
- develop ways of using the information gained from assessment to help plan work to more effectively meet individual learning needs, particularly in writing and numeracy. (*paragraphs 24, 41, 73, 74, 81*)
- 60 Other issues which should be considered by the school, in order to develop further the quality of provision
- Implement fully the monitoring and evaluating procedures which have been recently developed. (*paragraph 55*)
 - Develop further the role of governors in helping to shape the direction of the school. (*paragraph 54*)
 - Ensure that there are sufficient suitable computers to enable children to have more regular access to this technology, and that all staff are adequately trained so as to be confident. (*paragraph 58*)
 - Check that there is always an appropriate balance of staff indoors and outside in order to support children's learning effectively. (*paragraph 86*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	39%	57%	4%	-	-	-

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	51
Number of full-time pupils eligible for free school meals	N/A

FTE means full-time equivalent.

Special educational needs	Nursery
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	N/A

Unauthorised absence

	%
School data	N/A

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	20.4

Total number of education support staff	4
Total aggregate hours worked per week	96.5

Number of pupils per FTE adult	9.2
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FTE means full-time equivalent.

Financial information

The school does not yet have a delegated budget. During the last financial year the school was given a capitation budget of approximately £4,000, which was used for the purchase of learning resources and other supplies.

The local educational authority directly undertakes responsibility for all other expenditure.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	101
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	14	2	0	0
My child is making good progress in school.	79	21	0	0	0
Behaviour in the school is good.	64	33	3	0	0
My child gets the right amount of work to do at home.	77	23	0	0	0
The teaching is good.	90	10	0	0	0
I am kept well informed about how my child is getting on.	74	24	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	7	2	0	0
The school expects my child to work hard and achieve his or her best.	55	41	2	2	0
The school works closely with parents.	72	26	0	2	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	72	25	2	0	0
The school provides an interesting range of activities outside lessons.	66	31	3	0	0

Other issues raised by parents

Parents have positive views of the school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

Personal and social development

- 61 Many children enter the nursery with poorly developed personal and social skills. They make good and often very good progress, and when they leave the school most children are well on the way to achieving the desirable learning outcomes by the age of five. Achievement in this area is above expectations. In the last inspection this was highlighted as a strong feature of the school and the high standards have been maintained. Parents are very confident about the progress their children make in personal and social development and like the way in which the adults in the school approach it.
- 62 Children are confident in the classroom context. They know the routines of the day and respond well to them. For example, they know their 'family' groups and are aware that 'review time' is a time to talk about what they have been doing. Children relate very well to adults. They are well supported in this by the excellent partnership that is developed between parents and school. Parents themselves are confident in the classroom environment and the start of each morning or afternoon is a happy settling in time, giving children the opportunity to make a positive transition between home and school.
- 63 Children begin to establish effective relationships with each other. They learn to play with each other and help each other as necessary. One girl talked about her friends and how she liked to play with them. Most children play co-operatively, although some find this easier than others. Adults encourage this by intervening sensitively. For example, two boys were encouraged to help each other at the computer, in a situation where one was more confident with the 'tracker ball' but the other understood what was required on the screen.
- 64 A significant strength of the school's approach to learning is the way in which children develop a high level of independence. They select their own activities and organise themselves with materials and equipment. This is made possible by the carefully planned environment, the expectations adults have of children and the way in which they sensitively intervene as appropriate. Levels of concentration are good as children persevere with a chosen activity and accomplish what they set out to do. For example, a girl wanted to put her picture on the wall in the 'library' and tried different methods until an adult helped out by suggesting 'blu-tac'. The established routines of the day promote independence, for example children help themselves to their own snacks.
- 65 Children are keen to explore new learning, highly motivated by the range of possibilities provided by the adults. For example, one day they confidently tried out all the ways of making marks with different equipment which had been provided outside. They are often asked to solve problems and they respond well to this. For example, children tried to solve the problem of how to put information together when they helped to make a transport graph.
- 66 Taking turns and sharing are skills that are promoted well. In 'review time' children listen to each other and often respond to what others say. Some find it difficult to

wait for their turn to speak, but they know that they will get a turn so they learn to wait. Adults deal with this very skilfully, constantly reminding children of the need to listen to each other and themselves responding carefully to what children have to say. Children behave well and understand the reasons why certain behaviour is unacceptable. Adults have consistently high expectations of children's behaviour and they take time to explain to children the consequences of what they do and the repercussions on others. Children develop a strong sense of right and wrong.

Language and literacy

- 67 Many children enter the nursery with poorly developed language and literacy skills. Children make good progress, and most are on course to reach the desirable learning outcomes by the time they are five. Many children make very good progress in developing their speaking and listening skills and standards in this area of language often exceed expectations for children of this age. These findings are similar to those reported at the time of the previous inspection.
- 68 Teachers provide many opportunities across all areas of the curriculum that build confidence and encourage children to communicate their thoughts and feelings to others. Good relationships are developed that allow children to feel secure. They know that adults will listen and that their talk is valued. Within this happy environment, children develop good skills and talk readily to all adults and to other children. Even the most reluctant are given time to communicate and children with special needs are helped to make themselves understood. During 'review time' children know that there will be opportunities to talk about their activities and to explain their own work. One child explained how he had been to a fire safety display and learned how to put out a chip pan fire, whilst another talked about two butterflies she had watched in the playground.
- 69 Developing vocabulary is celebrated and extended as children contribute words such as 'twirling' and 'wriggling' to describe movement. During role-play children act as librarians and, with the good intervention of support staff, they communicate effectively with each other and pretend to talk to customers on the telephone, clearly identifying their concerns that some library books are overdue. Many children socialise freely, responding to questions and volunteering information between their friends as they sit at the snack table. Close links are maintained with the speech therapist, who visits weekly offering advice and support to parents and to the school.
- 70 Listening skills are developed well through a variety of activities. All adults provide good role models as they demonstrate full attention and respect for what is being said by other adults and by the children. Children follow their example and listen attentively to their teachers as activities are discussed. They respond appropriately to instructions. They enjoy listening to rhymes and suggest different rhyming words to complete the lines of a song. Most children listen respectfully to others as they share information during 'review times'. Those who still find it a little difficult are sensitively helped by support staff to extend their concentration and are congratulated when they succeed.
- 71 Early reading skills are developing well in an environment that presents many opportunities for children to encounter the written word. They recognise their own

name labels and use them to self-register and they know the difference between the labels that indicate whether the snack area is open or closed. Attractive book corners encourage children to browse and they enjoy sharing books with others. Most have a good understanding of how books are organised, turning the pages in order and behaving like readers. Books are well loved and stories are listened to with great interest, especially as the teachers read them in a lively manner and with good expression. Large print books are shared with the whole class and children are well motivated to join in with the repeated phrases.

- 72 Most children know that the print is linked to the picture, and that the printed words carry the story. Children used the illustrations to predict the title of one story and connect events to their own experiences. Books are used for different purposes. One boy selected a book on aeroplanes following work on transport and this encouraged him to sort out all the aeroplanes from a sorting tray. A recent visit to the local library successfully extended children's experiences and prompted very good role-play activities in the classroom. All children take books home to share with their families and all are encouraged to talk about the books they have borrowed. Some retell the stories from memory and by referring to the pictures. All children respect books and handle them with care.
- 73 There are many examples of the beginnings of writing, such as mark making. Activities designed to develop a feeling for shape, pattern and direction are planned imaginatively, with good use being made of the outdoor facilities. On one occasion children used buckets of water and large paintbrushes to 'paint' the shed using good up and down arm movements. Finer control is well developed through the use of small tools such as pencils and scissors, with children demonstrating good skills and confidence in this area. All children are aware that symbols carry meaning and they experiment with forms of writing. They perform as writers during role-play using paper and pencils. With help, many add at least their initial letter to their work and some can copy their whole name. Teachers act as scribes for children's dictated sentences and model good letter formation as they write. However, children are not given sufficient opportunity to develop their writing skills further in a more directed manner, as they become ready for this kind of work.
- 74 Assessments are carefully planned to record children's progress in language and literacy. However, it is not clear in the planning how and when these individually assessed needs will be met, to ensure every child is sufficiently challenged, especially in aspects of writing.
- 75 Teaching is never less than good and often very good. This is reflected in the secure knowledge and understanding of the teachers and the nursery nurses. They are aware of how early skills develop and they employ a good range of strategies designed to help children make effective progress in all aspects of speaking and listening, especially during review and small group time.

Mathematics

- 76 Children make good progress in mathematics and most are on course to reach the desirable learning outcomes by the age of five. The quality of the teaching, especially in small group work, and the emphasis on first hand experiences and

problem solving in the curriculum, help children to gain a secure understanding of mathematical ideas. The school has maintained the high standards found in the last inspection, and has improved the quality of what is provided by developing the documentation and the planning of the curriculum.

- 77 Children use mathematical language in the context of practical activities. They build towers and compare them, using 'taller', taller than'. Children recognise shapes and properties of shapes. They were able to describe the shapes used in folding a piece of paper to make an aeroplane. They are familiar with number rhymes and counting games. They sort and count objects. Most children count to ten confidently and are beginning to understand how to record their counting. For example, children looked at a graph they had made and counted the numbers of children who like travelling in different ways. They then linked this with the correct numerals. As a result of the practical approach taken by the school, children begin to use their developing mathematical understanding in order to solve problems. For example, in the making of the transport graph children began to realise that graphs are for 'sorting things out'.
- 78 The quality of teaching in mathematics is a major factor in the good progress children make. Teachers provide a wide range of opportunities for children to develop their understanding; they encourage them to sort and measure and compare. They exploit different contexts, such as comparing the width of trees, the size of umbrellas. They use number rhymes and counting games and make the most of every opportunity to count and talk about numbers. For example, at the beginning of the sessions children count how many are present.
- 79 Good teamwork among the adults and well-planned activities lead to effective learning for the children. In the graph making activity, all adults were careful to use the correct mathematical language and to encourage children to do the same. Support staff make a valuable contribution to the quality of teaching. For example, in the same graph making activity the nursery nurses effectively used the same problem solving approach as the teachers and encouraged children to think about how they could solve the problem of recording the numbers involved. This was very well done in each group and resulted in children being challenged and making good progress in their learning.
- 80 Children enjoy mathematics and are developing a positive attitude towards learning. Children with special educational needs are managed sensitively in group situations. They take part in activities and make good progress.
- 81 Teachers have worked hard to produce a scheme of work for mathematics and this has given the curriculum a more secure base. However, the link between what the children are expected to learn, and what the teachers plan for them is not clear enough. The teachers are aware of this and plan to make the links with the early learning goals more obvious when they review the scheme of work in the near future. Clear assessments are made on a regular basis and teachers know what progress children are making. To a certain extent this information is used to help staff plan what particular activities are to be provided. But the information is not used sufficiently in planning to meet the needs of individuals and groups of children and help them make even more progress.

Physical development

- 82 Children's physical development is good, and they are likely to achieve standards that exceed national expectations by the time that they are five years old. This is an improvement since the previous inspection and reflects the developing rich outdoor environment and the increased learning opportunities, planned to mirror and complement indoor provision. Daily access to all the facilities presents appropriate physical challenges that build confidence and independence. This ensures that all children, including those with special educational needs, make good progress.
- 83 Children move around the school confidently and use all the available space safely, being aware of others and particularly sensitive to the special needs of some children. They play well together and most take turns and share equipment sensibly. The extensive outdoor safety surface provides a large area on which children can confidently extend their physical skills and develop good powers of co-ordination and control. They climb, jump, slide and balance on equipment, moving imaginatively in, through and over apparatus, practising and developing skills that all staff encourage and support effectively. Small apparatus, such as bats, balls and hoops, are used well to develop co-ordination and team work. The landscaping of the garden provides paths, grassy slopes and wild areas which encourage imaginative play, exploration and provide a variety of sensory experiences. Children have pretend picnics, use large bricks to make vehicles and go on imaginary journeys, use magnifying lenses to make discoveries about insects and enjoy the touch, feel and smell of the long grass as they run past it.
- 84 Children's fine hand and finger control of tools is good. They handle construction kits, pencils, scissors and paint brushes with increasing precision. They mix their own paints, adding just the right amount of water to the powder to achieve the correct consistency, before successfully applying the resulting paint to paper. They move sensitively to accompany their singing and use swirling movements as they interpret songs with the use of streamers. They link the movement of vehicles in the transport topic to movement and action songs.
- 85 There are many photographs that record previous physical activities and show the extensive range of the provision over time. For example, co-operation, and large movements have been encouraged, practised and developed through the rhythmic joint group control of a large parachute. Children are shown making many structures with bricks, such as trains, boats and aeroplanes that have involved stretching, carrying and balance control. Soft cushion blocks and shapes are used to encourage good jumping and climbing activities. Many activities are available both in and out of doors.
- 86 Teaching is good and sometimes very good. The outdoor provision is very good and is well managed. All adults work hard to ensure that the area is used imaginatively and encourages learning. However, because children have free access to the outdoor activities, it is difficult to plan for having sufficient adults available to ensure that there are opportunities for adults to interact and intervene effectively in order to challenge and extend children's learning, rather than just supervising the play.

Knowledge and understanding of the world

- 87 The breadth of the curriculum provided by the school and the quality of the teaching ensure that children make good progress in developing a knowledge and understanding of the world about them. Despite some children entering the school with a quite limited experience of the world, by the time they leave the school most children are well on course to achieve the expected levels by the age of five. Since the last inspection, teachers have put together documentation that now gives the area a more secure base for planning. Parents are pleased with the range of opportunities provided by the teachers and especially the emphasis on first-hand experiences.
- 88 In small groups, children talk about events in their own families and about their own experiences. The positive relationships in the small groups and the quality of the adults' understanding of the needs of young children results in a secure context within which children feel confident to express themselves. For example, when talking about different forms of transport children described journeys they had made and places they had been to. Some children needed encouragement and support to enable them to do this. Children are given opportunities to explore their own environment and widen their experiences. They visit local places, such as the library and the woods. Teachers link these experiences back into the classroom. For example, children took part in role-play based on their experiences at the library. On another occasion they sorted a collection of leaves brought back from the woods.
- 89 Children explore and recognise features of the world about them. Teachers provide a wide range of objects and plan opportunities for children to explore possibilities. The newly developed outside area is used imaginatively to this end. For example, one day a wide range of mark-making equipment was laid out, and on another day an impressive range of wheels was provided. Children freely experimented and found out how things work; for example, how water reacted to being 'painted' on a shed wall and how wheels could be made to travel at different speeds down a ramp. During these activities, teaching is at its best when adults choose the right time to intervene and encourage children to explore further and talk about their observations. For example, when children experimented with making tractor marks with paint on paper and the teacher asked children to compare the different tracks made, or when a parent helped children to discover how to target their pushing of wheels down a set of steps.
- 90 Children explore and select materials and equipment and use skills such as cutting, joining and building. They achieve a high level of independence in making choices and using skills they have been taught. Skills are taught carefully, for example a nursery nurse taught children how to make folds in paper, and then children were able to use this skill to make boats and aeroplanes. Children confidently build with construction toys of different kinds and use a range of play mats and railway tracks imaginatively.
- 91 Currently the school has not got enough computers to enable all children to have regular access to them. However, funding for equipment and training has recently been acquired and this will rectify the situation. Meanwhile, what is available is usually well used. A computer is shared between the two classes and children have access to it. Some good quality software is used and children gain skills in controlling events on screen with a 'tracker ball'. Children are encouraged to co-operate and help each other with sorting out problems.

Creative development

- 92 All children, including those with special educational needs, make good progress in developing their imaginative and creative skills and their attainment is in line with expected levels at this age. This is a similar picture to that reported on at the time of the previous inspection.
- 93 A wide variety of opportunities are provided for children to explore different media and sufficient scope is available for them to express their ideas imaginatively, in the secure knowledge that all their work will be valued. Adults are sensitive to the creative process and allow children time to initiate their own projects, to make mistakes and to experiment with different ideas. Appropriate intervention is employed to support learning, aiding the development of new skills and helping children to gain a sense of satisfaction from their own achievements. Most resources are readily available and children select those most suited to their needs. Two boys chose boxes, tubes and card to create a model car and a robot, sorting out appropriate materials to add colour and decoration. Another used his previous knowledge of the story, 'The Hungry Caterpillar', as his inspiration, seeking advice on how to make the colour orange for the five oranges he wanted to paint. His delight was obvious as he watched the colour emerge. Another child also expressed delight as she merged red and white paint on her paper and made pink.
- 94 All children can name a wide range of colours and most know that white will lighten a colour. During a focused activity exploring the possibilities of mixing colours, they showed a good measure of skill and confidence using brushes effectively to apply paint. All can mix their own paints by adding water to powder to reach a good consistency and demonstrate a good level of control. Awareness of texture and mark making is raised as children seek out the different surfaces out of doors, making crayon rubbings and enjoying the variety of patterns in the environment all around them.
- 95 Children listen, play and move to a range of musical instruments with enthusiasm. They play untuned instruments with care as they accompany known songs, joining in at the appropriate time and adapting quickly as the speed changes. Many demonstrate a good sense of rhythm when playing and singing. They sing with confidence and enjoyment from their growing repertoire of known songs and respond well to instructions to change the level of sound from soft to loud. They realise that this creates an exciting effect and successfully illustrates the progress of the rocket as it takes off.
- 96 The use of the imagination is encouraged, whether outside as some children use the apparatus to make a train and visit the seaside whilst other have a picnic at the picnic tables, or indoors on the carpet where many structures are built which lend themselves to creative play. The role-play area takes on many different guises

and is presently used as a library with children very effectively acting out the role of librarians and customers. Many children are independent in their play, but adults are on hand to intervene if necessary to develop some aspects of the play, re-focus attention and improve the quality of the experience.

- 97 There are many photographic records that portray previous creative activities and show the extensive breadth of the provision over time. For example, children have used the wall outside to paint very exciting and colourful pictures on a large scale. They have painted their feet and created intricate patterns on paper as they danced to music, and they have painted patterns to show their own interpretation of musical compositions. During a special week when music was the focus many opportunities were provided for children to participate in all kinds of music making. Visiting musicians shared in the experience and children listened, performed and made their own musical instruments.
- 98 Teaching is good and planned activities are prepared, managed and supervised well. Children respond well to the effective use of praise that encourages and supports whatever they undertake. Their work is valued and regularly shared with others.