

INSPECTION REPORT

EASTWOOD NURSERY SCHOOL

London SW15

LEA area: Wandsworth

Unique reference number: 100991

Headteacher: Mrs Brenda Swaddle

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 14th – 16th February 2000

Inspection number: 195879

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:	Aubyn Square Roehampton London
Postcode:	SW15 5PW
Telephone number:	0181 876 3976
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Appropriate authority:	Governing body
Name of Chair of Governors:	Mrs Jill Streatfeild
Date of previous inspection:	16 th – 18 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Area of learning responsibilities	Aspect responsibilities
Lorna Brackstone	Registered inspector	Language and literacy Physical development Personal and social development	What sort of school is it? What should the school do to improve further? The school's results and pupils' achievements How well are the pupils taught? How well is the school led and managed?
Glynis Tyrrell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Margaret Hatfield	Team inspector	Creative development Knowledge and understanding Mathematics Equal opportunities Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The nursery is situated within the Eastwood estate, which consists of a number of low-rise flats, built in the 1970's to house families from central London. It was purpose built in 1970 and is a single storey building attached to a block of flats. To the back and on one side of the nursery, there is a spacious and very stimulating outdoor area. Through much fund-raising and generous grants, this has been furnished and resourced to a high standard and includes an arbour, tree table, heather garden and wooden cabin.

Children start nursery when they are three and are generally admitted in September. During the week of the inspection, 52 children were full-time and 16 children shared the remaining eight full-time equivalent placements. They transfer to a wide number of primary schools in the September after their fourth birthday. The children mainly come from the local authority high-rise estates nearby where conditions are frequently cramped and few have access to gardens. Many come from single parent families but mobility is not high. There is a very wide range of ability on entry into the nursery but most children have poorly developed social skills and their speech is limited. Over half the children are on the special educational needs register. One child has a Statement of Special Educational Needs and about one quarter are from minority ethnic groups. Seven children use English as an additional language and one child is bilingual in English and British sign language. Nineteen children are entitled to free school meals. The school is popular and has a healthy waiting list.

HOW GOOD THE SCHOOL IS

This is an excellent nursery school. The teaching is very good overall and children make very good progress, achieving standards above that expected for their age. The excellent leadership and management make a significant contribution to the work and development of the nursery. Parents hold it in high regard and greatly value its positive and welcoming ethos. The nursery provides excellent value for money.

What the school does well

- Children make very good progress during their time in the nursery and achieve standards above that expected for their age.
- Children love to come to the nursery and their interest in school life is of the highest quality.
- Overall, the quality of teaching is very good. Both teachers and nursery nurses have a very good understanding of the needs of this age group and their planning is excellent.
- The clear educational direction of the headteacher is of the highest standard and makes a significant contribution to the work and development of the nursery. She is well supported by her deputy headteacher, there is excellent teamwork and the shared aims and values are fully reflected in all aspects of the nursery.
- Governors have an excellent understanding of their statutory requirements, they are fully involved in helping to shape the direction of the nursery and have a very good understanding of its strengths and weaknesses.
- The quality and range of the curriculum is excellent and all children receive their full entitlement. Provision for children with special educational needs is outstanding.
- Provision for personal development is excellent. Children are fully encouraged to take responsibility, show initiative and develop an understanding of living and working together, both within their own cultural tradition, and through an understanding of the

richness and diversity of others' cultures.

- Community links make an excellent contribution to children's learning and relationships with partner institutions are outstanding.
- Excellent procedures are used for assessing and monitoring both academic performance and personal development. The personal support and guidance given to all children are of the highest quality and have an outstanding impact on their learning.
- Parental satisfaction is an excellent feature of the nursery. It is based, both in school and at home, on consistent links and regular involvement in its work which are of very high quality.

What could be improved

- The school has no weaknesses.

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 June 1997 and no key issues were identified. However, aspects of poor maintenance and repair were noted and these have all been rectified. The quality of teaching has improved since the last inspection with a higher number of very good lessons being observed. There has also been a strong focus on the outdoor classroom area, which has had a very good impact on learning.

STANDARDS

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

Performance in:	
Language and literacy	B
Mathematics	B
Personal and social development	A
Other areas of the curriculum	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Good standards have been maintained since the last inspection and the children continue to exceed the targets set for the recommended areas of learning at age five. A particular strength is in the area of personal and social development, with children relating well both to adults and to each other. They are on target to achieve standards that are well above average. Children are likely to achieve standards in language and literacy that are above the agreed levels at five. They have very good listening skills and respond carefully to adults and other children. Speaking skills, although good, are not yet fully developed. Early reading skills are good and children both enjoy stories and refer to books for information. The development of their writing is good and children know that symbols carry meaning and they confidently experiment with 'mark-making'. Mathematical skills are good, particularly oral numeracy, and the children are on target to exceed the recommended levels at age five. Skills in knowledge and understanding have been developed well and standards are likely to exceed expected levels at age five. The children confidently talk about places, distance, the past and the present and use information technology appropriately in their learning. Standards in creative development

are above the recommended levels and children are able to represent their ideas using a wide range of activities and show a growing ability with their use of imagination. Physical skills are also developed well and children's standards are good in relation agreed targets. They are able to move around the nursery well and use the play equipment with confidence and developing skill.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children are always eager to come to school and their attitudes are excellent.
Behaviour, in and out of classrooms	Good overall. Most children behave well during sessions and are respectful of property in and around the nursery.
Personal development and relationships	Children form very constructive relationships with each other and with all adults in the nursery. They are sensitive to the impact of their actions on friends and respect each other's feelings, values and beliefs.
Attendance	Good overall.

The children's enthusiasm for school is of the highest quality and their level of interest and involvement in activities is excellent.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Very 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.

During the inspection, 26 sessions or part-lessons were observed. Teaching was never less than satisfactory and in 27 per cent of lessons it was very good. Sixty five per cent of teaching was good and in eight per cent of lessons observed it was satisfactory. Overall, the quality of teaching was very good in all areas of learning. Particular strengths of the teaching are the very good knowledge and understanding of this age group, high expectations and excellent planning. Teachers, nursery nurses and support staff teach the basic skills very competently and use a variety of different teaching methods effectively. Time is used very well and teaching sessions are brisk in pace with very successful use of resources. The quality of day-to-day assessment is also very good and used well to monitor children's progress. The use of mathematic packs and reading books to promote learning at home is also good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	An excellent range of appropriate activities is provided and these meet the needs of all children. Provision for personal, social and health education is excellent, as is the contribution made by the community to children's learning and relationships with partner schools.
Provision for pupils with special educational needs	Children with special educational needs are provided with an excellent curriculum, which fully meets their particular needs and abilities. They make very good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	Children who use English as an additional language are provided with a curriculum which fully meets their needs and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for children's social and cultural development is excellent. Provision for children's spiritual and moral development is very good.
How well the school cares for its pupils	The care for the children is of the highest standard. Procedures for monitoring academic progress and performance development are excellent. The educational and personal support given to children is also excellent and procedures for ensuring their welfare are very good.

The nursery's partnership with parents is excellent and this has a significant impact on the work of the school. The quality of information provided for parents is very good and the parents' contribution to their children's learning both at home and school is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership for the school and is ably supported by her deputy. All staff share common goals and work very well together to achieve them.
How well the governors fulfil their responsibilities	Governors make frequent visits to school and responsibilities are fully met. The governing body has a high quality committee structure and acts as critical friend. They have a very good understanding of the strengths and weaknesses of the nursery.
The school's evaluation of its performance	All nursery staff are committed to improvement. Appropriate targets are thoroughly identified and progress regularly reviewed to ensure that the children receive the best possible education.
The strategic use of resources	Staff are adequate in number and are well deployed. The good quality resources are used well. Accommodation is good with a suitable outdoor learning area. In consultation with the local

	education authority, the nursery very effectively applies the principles of best value.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• The school is well led and managed.• Teaching is good.• Children make good progress.• The school is helping their children to become mature.• They are comfortable approaching the school.• The school works closely with parents.• Behaviour in the school is good.• They feel well informed about their child's progress.• The school expects their child to work hard.• Their children get the right amount of work to do at home.• The school provides an interesting range of activities.	<ul style="list-style-type: none">• Virtually all points were positive.

The inspection team agrees with the views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. A wide range of ability is represented as the children enter the nursery, but the majority of children have skills that are underdeveloped for their age. The personal, social and language skills of most children are below average for their age. Progress is very good in all areas of learning and excellent in personal and social development. The great majority of children are on course to exceed the recommended targets on entry to compulsory education in all areas of learning, which is a reflection of the very good standards of education in the nursery.
2. The school rightly gives the highest priority to the development of personal, social and language skills, and these develop to an above average level from a low starting point on entry to school. The children have very good personal and social skills. They work and play very well together, and concentrate for quite long periods for their age. They take turns and look after their own personal needs well. They children are independent and confident in their approach to activities, and work with a sense of purpose. Staff are consistently sensitive to the needs of the age group and this helps the children to develop confidence and good self-esteem.
3. Language and literacy skills are likely to exceed the recommended targets at the age of five. The great majority of the children start nursery school with speaking skills that are immature for their age. By the time they are four, most are speaking with suitable fluency and confidence. They are happy to talk about their work and to ask and answer questions. The development of language skills is a strength of the school and the teachers' good skills are well supplemented by the input of the nursery nurses. A suitably high focus is given to literacy skills and the children develop a great interest in stories, and enjoy using and taking home books. They find their own name cards and a small number already write their names independently. Most children attempt to write using letters and shapes to form a version of early script, which they can usually "read" to others.
4. In mathematics most children enter the nursery unable to count, match or recognise simple shapes. They make very good progress and, by the age of five, it is likely that most children will exceed the recommended levels in number, counting, recognising and writing numbers to ten. Most children confidently match and sort objects by colour or shape and many can create and extend patterns. They know a good range of number rhymes and songs and understand concepts such as "more than or less than". In activities, such as recognising and naming shapes, many children develop their mathematical skills, knowledge and understanding through a carefully structured programme, which includes the development of appropriate mathematical language. Children play with sand and water to develop a sense of 'full', 'empty' and 'more'. They practise skills of matching, sorting and ordering objects and consolidate their mathematical vocabulary as they play with table-top games and shapes. Opportunities are constantly provided to develop mathematical ideas and the good supply of learning resources has a positive impact on the children's learning.
5. Children's standards of attainment in knowledge and understanding of the world are good. They have a good understanding of living things and know from direct

observation that stick insects go stiff when they are insecure. Children know about the different properties of wet and dry sand and know how substances, such as cornflour and play dough behave when poured or moulded. They have a direct knowledge of the forces used to pull and push carts and wheelbarrows. Children learn about their families and know that things change over time. They know a lot about the immediate area around the school and build tracks in their small world play. Children make good models from reclaimed materials and use technical equipment safely. They use appropriate methods of joining using different materials, such as sticky tape and glue. They build interesting constructions from wooden bricks. Children have good computer skills and almost all children, including the youngest, use a mouse competently to match and count objects on the screen and understand how to use a Roamer. In their play they know how to use telephones and they competently pretend to use kitchen equipment, such as cookers.

6. In the creative area of learning, standards are good and are on target to exceed the recommended areas of learning. Children express their ideas and feelings with growing confidence and skill through drawing, painting, imaginative play and music. They apply paint in various ways and successfully create patterns and pictures, which they are pleased to share with others. Children readily initiate role play in the 'hospital' which helps them capture their imagination and adds a great deal to their all round development. They sing songs and nursery rhymes with enthusiasm and listen and respond well to music. The children also explore sounds and rhythms and demonstrate very good listening skills. They are able to follow a tune, sing well and join in the appropriate actions.
7. Attainment in physical development is on course to exceed the recommended areas of learning for five year olds. Their control of equipment, such as pencils, crayons, scissors and paint brushes, is generally good. The children move with appropriate co-ordination and a sound awareness of space and of others. They show confidence, imagination and enjoyment during independent play activities. They move purposefully on the climbing apparatus and wheeled toys outside, and are learning to control balls using their feet.
8. Children are making very good progress overall in relation to previous learning, usually from a low starting point. This is enabled by the staff's good understanding of the needs of this age group, the high priority given to these skills as a foundation for all learning, and the very suitable, activity based learning planned. No differences in the progress of boys or girls, or from differing ethnic backgrounds, were noted during the inspection.
9. Children identified as having special educational needs, and those who use English as an additional language, have excellent provision and make very good progress. The high focus on speaking skills within the school is a significant factor in these high standards.
10. Since the last inspection, high standards have been maintained and increased in the area of personal and social education and language skills. This improvement has been due to a focus by staff on extending language and literacy provision.

Pupils' attitudes, values and personal development

11. Children are very eager to come to school and quickly become involved in the day's activities. During lessons they have very good attitudes, listen well to instructions and are very interested in their tasks for long periods of time for their age. They are very keen to learn new skills and there is a very purposeful atmosphere. The children are enthusiastic about taking part in both activities which they have selected for themselves from the wide range provided and in those led by adults. For example, one group of children worked for a long time throwing bean-bags into different shapes that had been marked on the playground. Their strong interest led some of them to work on with the activity until they successfully completed it.
12. Children listen very carefully to staff when they are telling stories, explaining tasks or joining in play. They try hard to follow instructions accurately and show initiative in experimenting with new and interesting activities and materials, such as finding out the strengths of different glues when used to stick various materials together to make 'Valentine' cards. They work hard on their models and pictures, solving problems of joining and fixing, matching colours and shapes to their satisfaction, and are very proud of the finished results. Children with special educational needs show interest and work at tasks with appropriate levels of concentration and enjoyment, sometimes with the skilled help of an adult.
13. The vast majority of children are well behaved during lessons and whilst taking part in other activities around school. A small number of children do present challenging behaviour, but this is dealt with swiftly and efficiently by staff and does not disrupt learning for others. During the inspection, it was observed that children display a sense of responsibility and maturity beyond their years when undertaking jobs at lunchtime. A group of children also behaved particularly well during a long walk to the local library. Groups of boys and girls play happily together in the 'hospital' or 'home corner', or when climbing and balancing outdoors.
14. Children have opportunities to appreciate a variety of cultural traditions and are beginning to develop an understanding of other people's needs and viewpoints. For example, they celebrate a range of festivals such as the Chinese New Year, Diwali and Christmas. They are learning to value others' beliefs and cultures through the books, activities and the good role models provided by staff. They work co-operatively on all their tasks and share fairly. They know that sometimes they have to take turns and generally wait patiently for their opportunity.
15. Personal development is very good. Most children know their obligations in the school's routines and accept the associated responsibilities. At lunchtimes, they all know that they must sit down by their name cards and the appropriate cutlery is used. The children know how to behave socially to each other and with adults. Their conversation and exchanges at lunch tables are commendably mature for children of this age. They independently make choices for themselves during the day, taking the initiative to follow their interests indoors or out in the garden area. Children always tidy up carefully at the end of each session, making sure puzzles are complete and everything is back on the right shelves. Overall, children are confident, have high self-esteem, and are aware of and sensitive to the needs and feelings of others.
16. The vast majority of parents who attended the pre-inspection meeting or returned questionnaires are very satisfied with standards of behaviour and their children's attitudes to learning.

17. Attendance levels are good and the majority of children arrive at school on time. Registers are marked regularly and returned to the school office after each registration for monitoring.

HOW WELL ARE PUPILS TAUGHT?

18. During the inspection, 26 sessions or part sessions were observed and 27 per cent of these were very good. Sixty-five per cent of lessons seen were of a good standard and eight per cent were of a satisfactory quality. No unsatisfactory teaching was observed. Because of the consistently good teaching, with much of it being very good, the teaching is judged to be very good overall. This is an improvement since the last inspection when teaching was reported to be of good quality.
19. Teachers, qualified nursery nurses and nursery assistants are all responsible for teaching and judgements are based on observations of all these staff. In the very good and good teaching observed, staff have an excellent knowledge and understanding of the educational needs of children under five and have clear and realistic expectations of their abilities. Their planning is of a very high standard and activities are well structured and prepared with learning intentions clearly identified. Instructions are communicated effectively to other adults working in the areas of learning. Introductions to activities are clear with learning points carefully highlighted during the sessions, enabling the children to understand the adult's explanation. For example, this was evident in an outdoor physical activity where a 'parachute' was used to develop both the children's co-ordination skills and their ability to co-operate with each other. The children were able to work at a good pace and both intellectual and physical effort was required for the duration of this lesson, thus having a good impact on their learning.
20. The levels of adult intervention are good. They take opportunities to reinforce main teaching points and consolidate and extend learning thoroughly. For example, this occurred in a free play session outdoors when an adult interacted at appropriate moments to challenge their thinking and increase their understanding. Staff always listen carefully to the children's comments and patiently prompt them to help them explain their thoughts and ideas. This has a good impact on their learning; the children are developing an ability to think for themselves and consider how they may improve.
21. Teachers have very high expectations of children's behaviour, which is handled in a caring and sensitive manner. As a result, children want to take an active part in the work and are being helped to become independent learners. All members of staff establish a calm and happy environment within the rooms and have good relationships with children. Staff show an awareness of the importance of ensuring that children have equal opportunities in access to the curriculum. Resources are carefully provided to meet the needs of all children. In the majority of teaching situations, staff have a relaxed and pleasant manner and use praise and encouragement to develop the children's confidence. This has a considerable impact on the children's learning because they are always encouraged to do their best.
22. The use of time and resources allocated to the differing areas of learning is good. Staff employ a wide range of strategies so that there is a good balance of large and small groups and individual work. They ensure that there are regular times when children work with adults on structured activities to enable them to acquire new skills and knowledge on a systematic basis. An example of this is when supportive arrangements are made to give children regular chances to practise their reading, writing and number activities. Information and communication technology is also

used well to support literacy and numeracy activities. For example, children are provided with computer programmes, which develop their number skills and tape recorders are used well for the children to listen to stories either individually or within groups.

23. Overall the quality and use of teachers' day-to-day assessment are very good. All staff share the enjoyment of children's successes, showing delight at each child's achievements. They use on-going assessment as part of their normal daily work and the knowledge gained from these assessments of selected children in terms of their individual children are set and used to inform the next steps of planning. Children take home both books and mathematical games and this has a good impact on their learning.
24. Teaching for special educational needs and for children for whom English is an additional language is very good. All members of staff play a significant role in helping to raise standards. Staff make careful efforts to ensure that the work planned for children is well matched to their individual needs. Individual education plans are carefully matched to their needs by the co-ordinator and the team. Progress against these is reviewed regularly and shared with parents. All staff work well together with children with special educational needs and those for whom English is an additional language to help them achieve the targets in the individual education plans. Staff have appropriately high expectations and good relationships which encourage children to try hard to succeed. For some children on the early stages of the school's special educational needs register, staff carefully prepare work to match their specific needs. Special educational needs assistants give high quality support and make a very positive contribution to the very good progress made. The headteacher manages this area well and works very closely with parents, the health visitor and speech therapists. A range of very good strategies is included to ensure that the children are able to participate fully in all activities including outdoor play and imaginative play. The work of these children is very regularly assessed, the information gained is targeted to support their learning needs and this helps the children understand what they are doing and how they can improve.

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

25. The indoor and outdoor curriculum is excellent, providing a wealth of stimulating and structured learning opportunities in all the areas of learning. The curriculum has improved since the last inspection, with further developments in all areas and aspects. It is broad, balanced and relevant to the children's needs. High quality indoor and outdoor areas provide excellent opportunities to develop and extend children's skills in all areas of learning. For example, their literacy and numeracy skills development is maximised, in playing 'Snakes and Ladders' on a large '100 square' mat, outside. In the 'garage' and 'travel agent' areas, children 'read' notices and price lists and 'write' down orders. There is a commitment to high achievement across the curriculum, with a significant emphasis on language, literacy, mathematics, personal and social education. Strategies for teaching basic literacy and numeracy skills are very good. Provision for personal and social education is outstanding and includes health education.
26. Curriculum planning is excellent. The headteacher leads long-term planning and has an excellent overview of the whole curriculum. Medium-term planning is

undertaken by all teachers and nursery nurses working closely with the headteacher. A termly curricular focus is identified, and developed through detailed links with all areas and aspects of learning, so that there is a fully integrated approach to planning. Teachers, nursery nurses and support staff form a highly committed, professional team, and work very hard together, to plan and provide varied and interesting curricular opportunities for learning. Short-term plans identify very clear, specific learning aims, ensuring progression and continuity in learning. Planning is monitored and evaluated thoroughly and used very effectively to guide future planning. The school successfully promotes learning through purposeful play and first-hand experience. It provides outstanding opportunities to develop children's skills and knowledge through a very good balance of both self-chosen, and adult-directed activities in all areas of learning. Comprehensive policies and schemes of work in all areas and subjects, fully illustrated and exemplified by photographs and work samples, are firmly based on the Desirable Learning Outcomes for children's learning. Links between areas of learning and early National Curriculum stages are explicit. The preparation of the children for the next stage of education is outstanding.

27. Very high priority is given to equality of opportunity which is assured for all. Provision for children with special educational needs is excellent. Procedures for the early identification of children's needs are very thorough and highly effective. Individual education plans have specific, measurable and relevant targets. Excellent use is made of these and they are reviewed termly. Parents and all support agencies are fully consulted and involved in the process. Children who speak English as an additional language are very well supported.
28. The nursery has worked hard to maintain strong links with the community, which make an excellent contribution to the children's learning. Outstanding support is received from local businesses and charities who have donated funds and resources to school, for example, a video machine and a camera. The use of local resources is highly effective in enriching the curriculum. For instance, regular visits to the local library and shops, and visitors to school, such as senior citizens, the local librarian, a farm and police horses provide highly worthwhile opportunities to extend children's learning. Excellent home-school links are fostered through a book club, mathematical packs, curriculum workshops, weekly baby and toddler drop-in' sessions and the parents' book and video library. Workshops on topics, such as 'drugs awareness' and 'emergencies' for parents and carers are led by the health visitor. Links with local nurseries and schools, children's centres, colleges, other education authorities, the early years' network, visitors from overseas and lecturers, are all excellent and they work extremely well together for the benefit of the children. The nursery hosts trainee teachers from a local institute for higher education, as well as "Early Years' Certificate" students from college and students from local secondary schools on work experience.
29. Provision for children's spiritual, moral, social and cultural development, overall, is excellent and has improved significantly since the last inspection. Spiritual and moral development provision is very good, and provision for social and cultural development is excellent. Specific plans for these aspects are evident in curriculum planning.
30. The school's warm, welcoming ethos fosters children's spiritual development, encouraging value and respect for each other, enabling them to experience success. Outdoor areas provide very good opportunities for children to explore the

natural environment. For example, they become involved in caring for the sensory, wild life and heather gardens and enjoy sitting quietly in these areas. They sometimes show a sense of awe and wonder, for example, when observing stick insects. Spirituality is promoted through celebrating religious festivals, such as Diwali and Christmas, through art and by listening to music at lunchtimes and during the day.

31. The positive approach to behaviour management contributes very well to children's moral development. Through sensitive discussion in school and the use of well-chosen stories, children learn the difference between right and wrong. All staff set very good examples and reinforce the clear school rules so that the children understand them. For instance, staff and children read notices together which ask them not to throw stones. Children are then able to talk about this rule with good understanding.
32. The high quality of relationships impacts very positively on children's excellent social development. Outstanding opportunities for social development are provided at lunchtime, when children are actively encouraged to take responsibility by helping to serve lunch and clear away. The school promotes independence through excellent opportunities to make choices about activities in all areas, and also to learn to share, to take turns and to care for property, for example, to handle books carefully when selecting library books. In imaginative play areas, for instance, in the "Hospital" children learn to respect and value each other's contributions. Visits to local areas and shops provide excellent opportunities for social development.
33. Children's appreciation of their own culture is developed through music, traditional stories and art displays, for example, "Paper Sculpture," and displays, such as "Which pop group is your favourite?" Displays of artists' work, such as Lowry and Seurat, library visits and visits to school from Wandsworth Museum, puppeteers, musicians and theatre groups greatly enrich cultural development. Children's multicultural understanding is promoted excellently through celebrating festivals such as Eid and Chinese New Year, through high quality displays of these celebrations, and through parents coming into school dressed in traditional costume. Signs, such as 'Welcome' in many languages, and in writing from other cultures add to children's multicultural awareness. Bilingual resources have been increased and parents making story tapes in a variety of languages have made very good contributions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides excellent personal support and guidance for the children in its care and the vast majority of parents feel that their children are happy at school. Staff know individual children and their family backgrounds extremely well and the children are happy to approach both teaching and non-teaching staff with confidence that any personal problems or concerns will be dealt with sensitively. Detailed profiles on all children are meticulously kept and these include details about their social and personal development.
35. The school takes a responsible attitude to matters of health and safety. There are regular fire drills and emergency equipment is tested and maintained regularly. Accident books are completed regularly, including separate classroom books where details are duplicated and any incidents are shared with parents. There are regular

risk assessment tours to determine any particular hazards, the school site is clean and tidy and school buildings and grounds are efficiently maintained. Care has been taken to provide additional safety features, such as a fenced area for the pond and additional high-level handles on several doors.

36. The headteacher is the designated person with responsibility for child protection issues and ensures that other staff are kept aware of correct procedures. The headteacher works closely with the appropriate outside agencies to ensure the efficient handling of this sensitive area.
37. The school has very effective measures to promote good attendance and behaviour, and to eliminate oppressive behaviour, such as all forms of harassment and bullying.
38. The school encourages high rates of attendance and registers are marked clearly and efficiently.
39. Very efficient systems to promote acceptable standards of behaviour are in place and the need to consider the feelings of others is constantly emphasised. The school recognised a need to introduce measures to improve behaviour at lunchtimes and there is now a very calm atmosphere, helped by the playing of recorded calming classical music and with children taking pride in undertaking responsibilities, such as serving some of the food and being responsible for clearing leftovers. Parents feel that the school helps to promote mature and responsible attitudes in their children and this confidence is well founded.
40. The nursery has excellent assessment procedures in place. In all areas of learning assessments are sharply focused on what the children know, understand and can do and are accurately based on the criteria of the Desirable Learning Outcomes. Assessment is regularly used to inform planning and children's achievements are documented comprehensively. Photographs and samples of work are maintained to provide evidence of progress over the year and are presented to the children when they leave the nursery.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The vast majority of parents feel that this is an excellent school and are highly satisfied with the quality of what the school provides for their children. All the views expressed at the pre-inspection meeting and from completed questionnaires were very positive. Several parents were also consulted during the inspection and their opinions were also very complimentary. The inspection team is pleased to state that it agrees with these positive views.
42. Parents feel very well informed about general school events and about their children's progress. There are regular newsletters and the school has arranged events to explain several matters relating to the curriculum. For example, workshops for parents are arranged to discuss the teaching of literacy and these events have been well supported. Parents receive very detailed annual reports, which both contain information on every curriculum area and about their children's social and personal development. They are also given the opportunity to read their children's personal profiles and to comment on them. These personal profiles are of a very high quality. Parents are very confident that they can approach the school informally at any time to discuss any concerns.

43. There are very good levels of parental help in the classroom and for other school activities. Parents are invited annually to share in events such as the “Easter Bonnet Parade”, visits by a farm, various fund-raising events and regular trips to the local library. The headteacher works very closely with the local health visitor to organise informal discussions and parents are welcomed into school to discuss parenting issues of concern. Parents also receive excellent advice on how they can help their children at home and are encouraged to be very involved in their children’s learning through sharing books and playing games.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher provides educational direction of the highest quality. She shares with her staff a common sense of purpose and always puts the development of children first. This approach fully reflects the aims of the nursery, which focuses on the needs of the whole child. The nursery recognises the differing needs of every child and, through the provision of an exciting, interesting and caring environment, they aim to fulfil the children's full potential. This aim is very successfully met.
45. Teamwork is well established and the headteacher, supported well by her deputy and all governors, continually take steps to make their work more effective. There is very good delegation to staff with management responsibilities and they take active steps to improve both their knowledge and that of the other staff. Governors have a very good sense of the strengths and weaknesses of the school and work positively with staff. The governing body has excellent levels of expertise and is well organised and thorough in its approach. The governors take a keen interest in the way the school is perceived locally, in both the achievement and welfare of the children. They meet their statutory responsibilities and have maintained their high quality involvement with the nursery since the last inspection.
46. The headteacher rigorously monitors teaching throughout the school and evaluates its effectiveness thoroughly. The school has well-structured procedures for appraisal and this includes evaluation of all support staff. The school has identified appropriate targets but is hampered in its desire to become a centre of excellence for early years because of the lack of adequate accommodation.
47. The management of the school's finances is very good and recommendations raised in the last auditor's report have been dealt with appropriately. The school administrator provides regular reports to the governors and the school development plan drives financial planning well. Although the budget for the nursery is not fully delegated, the day-to-day administration of the school finances is undertaken very efficiently. The school administrator supports the school very well by working to aid its smooth running. The governors are shrewd and aware of best value principles. For instance, they realise the benefit of releasing the headteacher to carry out consultancy work for the local education authority, which generates income for the school.
48. The school has a good number of teaching staff who are appropriately qualified and experienced to teach nursery-aged children. The good number of support staff, including those involved with special educational needs, are highly valued and work in an effective partnership to provide an education of good quality for all children. The school uses a variety of specific grants very well and carefully ensures that good learning opportunities are provided with the funds. There are very good systems for the induction of staff new to the nursery and very good support is given to both newly qualified teachers and students from nearby partner institutions.
49. The accommodation is good overall and is well maintained by the premises staff. There is a very good outdoor area, which has a good impact on the children's learning. In the last inspection weaknesses were identified in the fabric of the building but this has been remedied.

50. The school is well resourced in all areas of the curriculum and this provides good support for teaching and learning. For example, book areas are well resourced and attractive and this greatly supports children's learning, especially in literacy. Resources for special educational needs and pupils who use English as an additional language are also good and meet their needs well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has no weaknesses.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	65	8	0	0	0

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)	60
Number of full-time pupils eligible for free school meals	19

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	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

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	3

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)	3
Number of pupils per qualified teacher	20

Total number of education support staff	9
Total aggregate hours worked per week	189

Number of pupils per FTE adult	4
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FTE means full-time equivalent.

Financial information

Financial year	98-99
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	£
Total income	11,888
Total expenditure	240,573
Expenditure per pupil	4,010
Balance brought forward from previous year	4,597
Balance carried forward to next year	5,598

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	68
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	14	0	0	0
My child is making good progress in school.	76	20	2	0	2
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	48	34	2	0	16
The teaching is good.	84	14	0	0	2
I am kept well informed about how my child is getting on.	54	40	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	26	0	0	2
The school expects my child to work hard and achieve his or her best.	54	36	2	0	8
The school works closely with parents.	64	34	0	0	2
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	74	24	2	0	0
The school provides an interesting range of activities outside lessons.	64	26	0	0	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal and social development

51. The personal and social development of most children is on target to exceed well beyond the expected level by the time they reach five and children make excellent progress from their earliest days in the nursery. By the time they leave the nursery to transfer to primary school, the children display a suitable level of maturity and independence for their age and have an excellent attitude to their work and good standards of behaviour. Most children confidently take part in a wide range of activities and relate effectively to adults and each other. They concentrate well, persevere until a task is completed and can see to their own personal needs.
52. The children's behaviour is good and they are happy to follow the nursery routines. As soon as they arrive in the morning the children choose from the range of activities on offer and are quickly involved. They share equipment, take turns and listen politely and with interest to staff and to each other. They are very good at putting away equipment they have used and all take responsibility for tidying the nursery at the end of a session. Children are given the responsibility of handing out meals at lunchtime and they all confidently scrape their plates clean after they have finished.
53. The children are polite to staff, visitors and to each other. Lunchtimes are very orderly affairs. They listen respectfully as others contribute their thoughts and ideas in discussion times, and develop an understanding of being fair as they await their turn to be the "wolf" or "pig" in their story session.
54. The quality of teaching is very good overall and reflects the very high priority that the school gives to children's personal and social development. This is evident not only in specific lessons such as small group story times, but within all activities. Staff take the time to give clear reasons for particular rules and these are applied consistently and fairly. There is a good balance between allowing children to help themselves and providing support. High standards are set and children live up to these expectations. Staff set a good example by working well as a team and valuing the contributions of all adults and children within the school community.
55. Personal and social development was not reported on in the last inspection but the school demonstrates the high priority it continues to place on this area of learning through the continual monitoring which results in improved learning opportunities.

Language and literacy

56. Language and literacy are both given high priority in the nursery. Children's achievements are very good and they are likely to exceed beyond the standards expected nationally by the time they are five years old.
57. Children have very good listening skills and they listen carefully to adults and other children when working together in small groups and when taking part in large group activities, such as story time, or when sitting at tables together at lunchtime. They show good understanding of language in these situations. They listen attentively

with great fun and enjoyment to stories at the group times. Most children join in enthusiastically with repetitions to stories at the group times, which end each session. They join in enthusiastically with repetitions in well-loved stories and can recite a number of nursery rhymes and short poems. Their speaking skills, although good overall, are not as fully developed. In their speaking, children are able to recall their work in sequence and discuss it confidently with adults when working in pairs, individually and in larger groups. At these times their vocabulary is good in its range of words, phrases and sometimes technical terms. Children with speech difficulties are sensitively and patiently supported to help improve their articulation so that they can make themselves fully understood by their peers.

58. Early reading skills are good. Children refer to books for information and displays around the nursery are all well supported by relevant books. All children are able to recognise their own names. The younger children have a good understanding of how books are organised, turning the pages in order and following the print or the pictures. Many can recognise initial sounds and point these out in books and on labels for displays and equipment. Older children compose their own stories, sentences and descriptions of their work and sometimes make their own books to re-read for themselves. They know that books have authors and illustrators. They retell stories from the pictures and from memory, using many of the correctly remembered phrases. All children are developing a great love of books and treat them with respect.
59. Children's writing skills are good. The younger children show an awareness that symbols carry meaning and experiment with some form of mark making. Higher attaining and older children can write at least the initial letter of their name on work. Children communicate their ideas well through their writing. This occurs in the outdoor area where they make their signs to warn the other children about throwing stones, parking their vehicles, or ensuring nets are on their plants to stop foxes attacking the plants. Many accurately recognise familiar words or know what the captions around the room say, and recognise their names and those of their friends. The children know many of the names and sounds of letters and use these when writing their names correctly and unaided. They know the purposes of writing and write notes in the role-play area and outside activities. They dictate their stories, sentences and descriptions to adults, copy the teacher's writing carefully and then read them back accurately.
60. Children make good progress in their understanding and knowledge of all aspects of language and literacy. Regular opportunities provided for children to work individually and in small groups with adults make a significant contribution towards all children's rate of progress. As a result of these rich opportunities and direct teaching, they make rapid progress in the development of their language and literacy skills. Children with special educational needs are carefully identified and supported, so that they make good progress and learn confidently. Older children and those higher attainers are particularly interested when an adult is present to stimulate and extend their own ideas. They discuss their ideas and make rapid progress in their understanding and knowledge.
61. Teaching for language and literacy is good and has a significant impact on the children's progress. All staff give it an appropriately high emphasis in their work right across all areas of learning. They work as a united and committed team to develop language skills for all children. Children's own language is valued. Teachers have a very good knowledge and understanding of the learning outcomes

required when children reach five years of age and their plans reflect this with thorough assessments to support their planning. Activities are well planned to include language and literacy elements across the curriculum. The teachers take every opportunity in planned and spontaneous activities to extend children's vocabulary. They help children to understand that writing things down is another way in which to communicate information. All staff take care to meet the needs of children with special educational needs and particularly those with communication difficulties. Their very good relationships and high expectations encourage and motivate the children to try hard and to practise their new skills so they make very good progress.

62. There is a very full and detailed policy for language and literacy which gives both direction and some good general support for teachers' planning. The teachers' short-term planning identifies specific experiences and skills as learning targets for the children. Staff have frequent discussions with colleagues and very good use is made of their day-to-day assessments to provide systematic information on each child's achievements in the subject.

Mathematics

63. In mathematics children's attainment is likely to be above nationally agreed levels by the age of five. Children make very good progress, particularly in oral numeracy skills. Children with special educational needs and children who speak English as an additional language progress very well, with very positive staff intervention and support. The school has consolidated attainment in this area since the last inspection and maintained the high standards.
64. Children begin to develop good mathematical language, confidently using such terms as 'bigger than' and 'smaller than' when using 'size' puzzles. They identify and name common shapes, create and recognise patterns in creative printing activities and when using building blocks on the floor. The children develop an awareness of time, using clock jig-saws, and timers, timing how long each child works at the computer. Making appointments in the "Hospital" adds to their sense of time. The children use their class book "A Day At Eastwood" and begin to understand the sequence of daily routines and events. They develop a basic understanding of capacity, weight, length and space through practical activities and explorations. Through excellent use of a programmable toy, with very good teacher support, higher attainers develop very good knowledge of numbers to ten and estimate the number of lengths of the toy to reach a given distant point. This also improves their directional skills and positional language, demonstrating very good use of information and communication technology in mathematics.
65. Children are developing a good understanding of numbers. Most count, name and recognise numbers reliably to five and many to ten, and sequence them in the right order. They begin to understand one to one correspondence, through laying the table in the home corner. Some older children develop good awareness of larger numbers through playing "Snakes and Ladders" with a giant dice on a very large 100 square mat in the outdoor area and through playing in "Eastwood Garage" outside, where it costs "£50 for a car service". They use and apply their numeracy skills well in a variety of activities across the curriculum as, for example, they count the number of cupfuls of flour and water they use in a recipe for making 'dough' in a science based activity. Through playing games with given numbers of objects and taking away or adding on, children develop a good awareness of addition and

subtraction. They know many number rhymes and songs and are familiar with counting games and puzzles.

66. Children's attitudes to mathematics are outstanding and their behaviour and relationships are very good. They are very enthusiastic, interested and learn to share apparatus fairly and take turns, in playing number games which they enjoy. Children develop independence through making their own choices from a wide range of mathematical activities such as games and jig-saws. They persevere with, and concentrate very well on their activities, often for much longer than would be expected of this age. This has a very positive impact on the quality of learning.
67. The quality of teaching is at least good and often very good. Where teaching is of a high standard, staff demonstrate excellent subject knowledge and appropriate expectations in the levels of challenge in the planned activities. For example, children using a programmable toy are clearly well challenged, the quality of learning is high and they make very good progress. Clear explanations and skilful questioning encourage children to make very good efforts in recognising larger numbers through excellent opportunities for purposeful play in the "Travel Agents" and the "Garage", outside. Planning is excellent and lesson plans identify clear objectives for children's learning. Mathematics is integrated into all areas of learning so that every opportunity is taken to maximise children's learning. For example, experience on the apparatus in the physical development area of learning is used well to reinforce the understanding and use of positional language. Highly effective class management and deployment of support staff have a significant impact on the very good quality of learning. Continuous checking of the children's understanding and very positive interaction by all staff substantially contribute very well to the consolidation and extension of skills, knowledge and understanding. For instance in domino games, the teacher intervenes constructively, to ensure the children understand the next step in matching the numbers. Excellent use is made of "maths packs", which are taken home for the children to share with parents and carers, so that their mathematical skills are very well consolidated and extended through these extremely positive home-school links. Teachers keep detailed records of the children's attainment and these contribute effectively to the very good progress that is made in this area of learning.

Knowledge and understanding of the world

68. In knowledge and understanding of the world, children's attainment is likely to be above nationally agreed levels by the age of five. The children make very good progress in this area of learning, which includes scientific, technological, geographical and historical learning. Those children who have special educational needs, and those who use English as an additional language, make very good progress. The school has consolidated attainment in this area since the last inspection and maintained the high standards.
69. Children's scientific development is good. They show great interest in stick insects, observing and handling them very carefully, noticing that they stiffen and look 'like a stick', when they are unsure what is happening. A real sense of awe and wonder is observed when the children examine these creatures and their eggs through magnifying glasses. This helps the children to develop a basic understanding of life cycles. They describe their observations, using simple scientific terms, for example, 'stick', 'wood', 'shape', and 'eggs' are able to relate their book about stick insects to their experiences, enhancing their literacy skills. Children are excited

when they observe flour and water combine to make 'dough' and they develop a good understanding of the concept of 'change' when making this malleable material. They investigate 'forces', experimenting with a range of wheeled toys and begin to understand that cars go faster down ramps and that some 'wind up' cars go further than others.

70. Role play in the "Post Office, Hospital and Travel Agents", stimulates a great deal of interest, and successfully extends the children's knowledge of the wider world. Children go on visits, for example to the local library and shops. They look at atlases and books about other countries, as well as at maps of the local area and the London Tube system, and they talk about the stations they know. These experiences contribute very well to developing their understanding of place and distance. Children become aware of the past and present. They develop an awareness of time passing, through looking at photographs of the school grounds and observing changes over time. By experiencing activities in the 'dinosaur areas', children begin to understand that dinosaurs lived in the past, adding to their sense of chronology. Visits to the school by Wandsworth Museum, the farm and police horses enrich opportunities for learning.
71. Children are able to choose appropriate materials for making models sensibly. They develop good skills in cutting, sticking and joining and they talk about the shapes of some of their models, with increasing confidence. Children are able to use a range of constructional apparatus to make models and they build roadways from large bricks. They are developing confidence and independence in using information technology to support their learning. For example, they use the computer mouse with good control and higher attainers control a programmable toy with good understanding.
72. The children have excellent attitudes to learning. Very constructive relationships with staff greatly contribute to the children's good efforts, motivation, co-operation and developing confidence. They enjoy finding out about the world around them, are curious, interested and are developing a caring approach to living creatures. The children concentrate and behave very well and this has a very positive impact on the quality of their learning and progress.
73. The quality of teaching is mainly good, and is often very good. Clear explanations and instructions involve all the children and ensure they know exactly what to do and what is expected of them, as when children investigate 'forces', using toy cars. Resources, such as magnifying glasses are used very effectively to extend learning. Excellent planning, with specific learning objectives, ensures that previous learning is systematically built on so that children make very good progress in acquiring new skills, for example, when they make 'dough' and learn that materials can change. Children are managed very well. The very good interaction of teaching and support staff with children, constantly check their understanding, so that many are developing the ability to think and learn for themselves. This has a very positive impact on children's learning, understanding and development of ideas. Teachers and nursery nurses keep detailed observations and records of children's work which are used very well to check their attainment and progress.

Physical development

74. In their physical development, standards are good and they are likely to achieve standards that are above those expected nationally of children by the time they are five years old. They move around the school confidently. Indoors they learn quickly to find their way to all the various areas, to the toilets and all the outside areas with the minimum of adult direction. They use the play equipment skilfully and with increasing confidence and control. Children plan and organise their activities with a good awareness of space and with consideration for the activities of others. For example, when using the tricycles they are aware of the need to keep a watchful eye and not bump into others. The children quickly learn to use the large outdoor play equipment to extend their physical skills and powers of co-ordination and control.
75. Children plan and organise their activities with an awareness of space and with consideration for the activities of others. The children quickly learn to use the large outside play equipment to extend their physical skills and powers of co-ordination and control, running, jumping, climbing and sliding with increasing skill and confidence. Children handle construction kits, writing and drawing pencils and tools and use materials, such as dough and clay, with increasing precision and fine hand and finger control.
76. Overall children's progress is very good. The availability of a wide range of imaginatively organised equipment and apparatus enables children to make good progress in their physical development and to develop and refine their skills as they move and balance. They make very good progress in developing a range of skills using their hands. When using pencils and pens, they hold them correctly. They use scissors carefully and other tools with accuracy and skill.
77. The children's response to physical activities is very good. They are enthusiastic and always keen to take a full part in all activities. They learn to take turns and share apparatus and equipment. Children follow the teacher's instructions carefully, work safely and have very positive attitudes. They take part in a friendly way and both boys and girls have equal access to all activities. All children take part in outdoor play including those with special educational needs who also enjoy physical play at their own rate and pace.
78. The quality of teaching is good with some examples of very good teaching observed during the inspection. Staff encourage children to gain confidence in using the space and equipment imaginatively, without pressurising the less confident to attempt more than they are ready to do. Safety procedures are good and staff make children aware of rules, such as where to park their vehicles. Staff teach children to handle and use tools properly and will adjust pencil and paint brush grips to ensure that bad habits do not go uncorrected. Progress and development are regularly observed by all members of staff who have clear, agreed rules for the smooth organisation and supervision of the children's physical activities.

Creative development

79. In creative development children's attainment is likely to be above nationally agreed standards by the age of five. Children, including those with special educational needs, and those who speak English as an additional language, make very good progress in this area of learning. Standards are in line with those found at the time of the previous inspection.

80. Children represent their ideas through a wide range of activities, including painting, drawing, making collage pictures and models. They experiment with printmaking, exploring texture, colour, shape and pattern. They paint pictures very carefully, using different thicknesses of brushes. Most of this work is independent. They develop good observational skills, creating detailed pictures of themselves in a range of media. Children investigate the properties of clay, and talk about its texture, extending their vocabulary well, using words such as 'soft', 'smooth', and 'squeeze'. They make patterns and marks, notice changes in texture and recognise 'rough' and 'smooth', using their senses. They use the computer confidently, to create pictures, investigating colour, shape and size, using an art program. Children have created a huge "Paper Sculpture" and a large "Lunar Landscape", using their creative skills very effectively.
81. Children listen with enjoyment to the music of "The Four Seasons", played during some of their activities, and they respond very well to the piece. They happily explore playing a variety of musical instruments in classrooms and around school. Some 'record' their music, using manuscript paper. They experiment with sounds through playing the piano and play the 'block glockenspiel' with confidence and a developing understanding of high and low sounds.
82. Children show growing ability to use their imagination in a range of activities in various well-organised role-play areas, including the "Hospital, Post Office and Chinese Restaurant". They are able to act out stories and develop everyday situations in play with others. The children enjoy using the class puppet theatre very imaginatively. Very good adult interaction in the children's role play encourages language development and gives the children confidence.
83. Children have very positive attitudes to learning, behave very well, enjoy creative activities, and handle art resources and musical instruments with care. They concentrate well, are enthusiastic and take pride in their work. Children work well together, share equipment fairly and willingly help to clear away at the end of a session. They develop both independence and decision making skills through choosing materials, tools and instruments for various activities. Excellent relationships impact significantly upon the children's learning and progress.
84. The quality of teaching is good. Staff provide very effective opportunities for children to respond to, and represent their ideas through a wide range of stimulating creative activities. Good levels of challenge increase children's understanding and creative efforts. Opportunities to extend children's learning are maximised by positive staff intervention in their role-play activities. For example, in the "Garage" in the outside area, the teacher 'served' the drivers, effectively raising their awareness of larger numbers in mathematics and extending their language development. Very effective displays of children's work enhance the learning environment, the curriculum and the children's self-esteem. The children benefit from visiting musicians and theatre groups, to enrich the curriculum. Teachers and nursery nurses keep observations and detailed records of children's achievements and progress.