



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN EY297407**

**DfES Number: 513241**

### **INSPECTION DETAILS**

Inspection Date      21/02/2005  
Inspector Name      Alison Weaver

### **SETTING DETAILS**

Day Care Type  
Setting Name      Lewes Old Grammar School  
Setting Address      Junior Department, 7 King Henrys Road  
                                 Lewes  
                                 East Sussex  
                                 BN7 1BT

### **REGISTERED PROVIDER DETAILS**

Name

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Lewes Old Grammar School Nursery opened in 2002. It operates from a classroom which is attached to the main Junior School building in a residential area of Lewes. A maximum of 15 children may attend at any one time. The group opens 5 days a week during school term times. Sessions are from 09.00 until 15.30. All children share access to several secure outdoor play areas.

There are currently 21 children from 3 to under 5 years on roll in the nursery. All of these children receive funding for nursery education. There are also 5 funded children in the reception class of the school. Children come from a wide catchment area. The setting currently supports children with special educational needs, and also supports children who speak English as an additional language.

The school employs two staff in the nursery, both of whom hold appropriate early years qualifications. There are three qualified staff working in the reception class, all of whom also hold appropriate qualifications.

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

### How effective is the nursery education?

The provision for nursery education at Lewes Old Grammar School is acceptable and of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good and staff interact with the children effectively. Staff provide very good support for children, particularly those with special needs. Children behave well in response to the high expectations and sensitive support of staff. Staff actively encourage and promote children's independence. The accommodation and the good range of resources are used well to support children's learning. The indoor environment is visually stimulating but the nursery outdoor area is currently not yet fully completed.

Staff's sound knowledge of the Foundation Stage enables them to plan a wide variety of interesting and appropriate activities. Overall the planning is effective and has clear links to the stepping stones. Children are challenged and extended although the plans do not always reflect this. A thorough assessment system is used to check and record children's progress in all areas of learning.

The leadership and management of the setting are very good. There is clear guidance from the leadership team and the staff work well together. Their professional development is being fostered appropriately and ongoing training is encouraged. The staff recognise the importance of continual improvement of the provision. They regularly monitor and evaluate the effectiveness of their provision so that any weaknesses can be addressed.

The partnership with parents and carers is very good. Parents are given a variety of helpful information about the plans, activities, and routines. There is very good two way sharing of information about children's development, both formally and informally. Parents are kept well informed about their child's progress and are able to contribute to their learning and assessment.

### What is being done well?

- Children's personal, social and emotional development is excellent. They are confident, interested, and able to work on their own. Children spend considerable time at activities and become very absorbed in their play. They can readily access a good range and variety of equipment.
- Staff provide valuable opportunities for children to develop their independence such as when self selecting resources and choosing 'jobs' for themselves. Many of the children independently help their peers when this is needed. This is seen in many situations such as children finding resources for others and helping serve drinks to friends who find it difficult to use the jug.

- The staff build very good warm, caring, trusting relationships with the children. They know the individual children well and seek to meet their needs. They provide the support that is necessary and use very good questioning to get children to think about what they are doing and express their thoughts.
- The partnership with parents works well. There is an effective and well used system in place for new parents where staff carry out home visits to discuss the child's abilities and interests. This gives the parents a valuable opportunity to share their thoughts and to find out about the Foundation Stage so that they know what their child is learning. The staff provide frequent feedback about children's progress whilst at the setting through the use of regular reports, the sharing of the profiles, and parents' evenings. This ensures that parents are well informed.

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

- the planning, to show how the longer term plans inform the shorter term plans, and include details of how activities can be adapted to take into account children working at different rates and levels,
- the development of the nursery outdoor area as a learning environment.

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

Very good progress has been made since the last inspection. At that inspection only the reception class was inspected as there was no nursery unit operating then. The introduction of the nursery has provided more opportunities for children to receive adult support. There is a high level of staffing in the reception class and the nursery. The staff frequently work with individual children in both the nursery and the reception class.

There are plenty of opportunities for children to explore and find out how things work. Children have regular access to different forms of technological equipment, including computers.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are built up by caring and supportive staff. Children's independence is developing extremely well. They select resources for themselves and learn to take care of their own personal needs. They show high levels of concentration and join in enthusiastically in the activities. Children behave well, learning to share and take turns. Several children show care for others. They are beginning to understand the differences in people's lives.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident and fluent speakers, engaging easily in conversations. Their thoughts and ideas are valued by staff. They listen well to stories and to each other. They are developing a good understanding of the link between sounds and letters. They see familiar words around the room and recognise their first names. They make marks and practise their emergent writing skills in a variety of ways with increasing skill. Some children competently write their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children successfully count and many are able to recognise different numerals. They choose and enjoy number activities. They show increasing ability to recognise and create shapes and patterns. They explore measurement in various activities. They are developing a good understanding of simple calculation through staff interaction at everyday practical activities and the use of number songs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about, and show interest in, the natural world and their environment through the various planned activities. They frequently talk about past and present events in their own lives and learn about the lives of others. The well planned topics ensure that children are developing a good awareness of other cultures and beliefs. They confidently design and make a variety of objects using a wide range of resources. They are adept in their use of simple technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good co ordination and spatial awareness. They move safely and confidently. They experience a variety of large and small equipment, developing skills such as climbing and balancing. Children explore different forms of movement through the planned activities staff provide. Children handle a variety of small tools such as scissors, pencils, paintbrushes, and cutlery with increasing control. They learn about how to keep healthy.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children use their senses to explore. They experiment with sounds and rhythms. They enjoy singing and story sessions. They use their imagination well and confidently express their ideas and feelings through a wide variety of activities. Children enjoy using a broad range of media and materials.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the planning of the curriculum to ensure that the longer term plans inform the shorter term plans, and that plans show how activities can be adapted to cater for children learning at different rates and levels.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*