

 **NURSERY INSPECTION REPORT**

URN EY243366

DfES Number: 512066

INSPECTION DETAILS

Inspection Date 03/03/2005

Inspector Name Anne Felicity Taylor

SETTING DETAILS**Day Care Type**

Setting Name Arnold Lodge School

Setting Address Kenilworth Road
Leamington Spa
Warwickshire
CV32 5TW

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

Arnold Lodge School is an independent day school offering education and care to children aged two years nine months to thirteen years. The school was founded in 1846 and is based in converted Victorian premises and some purpose built modern buildings close to the centre of Leamington Spa, Warwickshire. The kindergarten and two reception classes make up the provision for the Foundation Stage. Currently a maximum of seventy children may attend the foundation stage provision at any one time. School opening hours are 08:00 to 18:00, with foundation stage offering 08:45 to 15:30. Children are able to attend kindergarten for a variety of sessions and full days. A two course freshly prepared lunch is available daily. Before and after school and holiday care is offered. All children have access to secure outdoor play areas.

There are currently fifty-six children aged from two to under five years on roll. Of these forty-one children receive funding for nursery education. Children attend from a very wide catchment area including Leamington Spa, other near-by towns and surrounding rural areas. The setting currently supports children with special educational needs and who speak English as an additional language.

Eight staff are employed in the kindergarten and reception classes. All staff have considerable experience working with early years and hold appropriate qualifications. The setting receives support from the advisory teacher from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Arnold Lodge School offers very good quality nursery education to three and four-year-old children. Experienced and caring staff create a stimulating learning environment which encourages children to make very good progress through the stepping stones towards the early learning goals. Comprehensive and effective planning, including staff deployment, enables children to learn through practical interesting activities. Children develop a very good sense of the school community attending special celebrations and junior assembly. They participate in fund raising for the Sudan.

The teaching is very good with staff taking advantage of many training courses. Children have lots of worthwhile opportunities for individual one to one work and to take part in small and large group activities. All teaching is adapted very well to meet the individual needs of the child. Resources and planned activities are well-managed, sustaining the children's interest and building on previous learning. Children benefit from good child/staff ratios and the skill of staff, offering appropriate guidance, support and encouragement.

Leadership and management are very good. Staff work well as a team, constantly evaluating and reviewing the education and care offered. The foundation stage staff team meet regularly ensuring continuity across the curriculum. All staff are valued and contribute to the effective evaluation and assessment systems. Staff are kind and consistent managing behaviour and children are encouraged and praised in all their achievements. Staff plan to develop outdoor learning further.

There is a strong partnership with parents. They are well informed about the foundation stage and the routine and activities in the kindergarten and reception classes. There are regular very good formal and informal opportunities for discussions with staff. Parents share their observations about their child and induction mornings and settling in visits ensure all individual needs are met well.

What is being done well?

- Children are offered a wide curriculum with reception children having specialist teachers in swimming, French and music and all three and four-year-olds having the opportunity for dance classes.
- Staff create an inviting and interesting environment for the children in all the areas used for the foundation stage. Accommodation is well-maintained and there is lots of space for the children including the gym and an additional classroom for reception children.
- The variety of activities planned for the children ensures that they find learning exciting and challenging.
- Children gain confidence and learn well through the choice of activities available, developing their independence skills and by being able to move freely between learning areas.
- Integration into the main school community is a priority, with children attending assemblies and having lunch in the main dining room. Kindergarten and reception staff teach in all areas of the foundation stage, ensuring children have an easy transition to more formal learning.
- Parents appreciate the access they have to staff, for formal meetings and the informal exchange of information. They enjoy being involved in their child's learning, e.g. taking story sacks home and encouraging homework. Parent representatives ensure that parents have a voice within the school and that social and fund raising events are a part of school life.

What needs to be improved?

- the extension of opportunities for children to learn outdoors.

What has improved since the last inspection?

At the last inspection the setting was asked to: continue the revision of planning to ensure teaching builds upon what has already been learned. This should be based upon the desirable learning outcomes with emphasis upon personal and social development, language and literacy and mathematics, supporting staff with appropriate training, particularly in the area of information technology for younger children; through revision of planning, assessment, policies and reporting procedures, focus upon the desirable learning outcomes; provide greater opportunities for imaginative role play and ensure that all parts of the day meet the personal and social developmental needs of the young children. Since the last inspection, under the guidance of the Head Teacher, the structure of the foundation stage staff team, and the accommodation for kindergarten and reception classes has been reorganised and refurbished. Foundation stage learning has been given appropriate status within the school. Very good progress has been made in all the key issues above. Comprehensive planning, based on the stepping stones towards the early learning goals and covering all the areas of learning are in place. Staff are encouraged and supported well to attend training, building on skills and qualifications and keeping up to date with developments in early years. Appropriate procedures are in place to ensure all children have opportunities to achieve well in the criteria for each learning area. Children have many varied opportunities for role play, including a play house with a 'pet cat', a Chinese 'restaurant' and a 'toy shop'. Three-year-old children have many very good opportunities to develop friendships with their peers, learning to play cooperatively and developing a sense of and respect for others.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Very good relationships between staff and children have a positive effect on learning, as children are happy and settled. They are learning well to take turns, share and to consider others. Three-year-olds concentrate very well building the train set with friends and four-year-olds complete their own storybooks, concentrating for prolonged periods with minimum supervision. Children develop an awareness and respect for others celebrating festivals. Independence is encouraged changing for P.E.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There is a wide range of books available in all areas and children use fact and fiction books well. Pre writing and reading skills are encouraged well with clear labelling throughout kindergarten and children link sounds to letters in many organised and routine activities. Three-year-olds are beginning to recognise and write their names; four-year-olds read and write very well. Speaking and listening skills are a priority and children are becoming clear confident speakers and good listeners.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Quick progress is made in mathematics, as learning is included in many well-planned activities and general routines. Children learn about simple sums singing 'Five Currant Buns' and counting children onto the 'registration bus'. Children match, sort, sequence and recreate patterns in many activities and count confidently playing the Hairy Maclary game. Children have a good awareness of shape, with effective displays and resources. They look at weight and volume in cookery sessions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore developing their gardens, on farm trips, growing bulbs and with visits from Zoo Lab. Older children learn about the lives of others from different countries and all the children enjoy celebrating different festivals, with food tasting sessions. They select materials for construction activities, e.g. recycled materials making props for the Three Bears. Staff offer very good support as children use appropriate ICT equipment with increasing confidence.

PHYSICAL DEVELOPMENT

Judgement: Very Good

There are many varied activities for physical development. Children enjoy regular outdoor play, increasing their skills on bicycles and using hoops. Four-year-olds enjoy developing bat and ball control in the gym. There is very good climbing and balancing equipment for older children outdoors and in the gym for younger children, increasing their physical control. They learn about keeping healthy through discussion and topic work, e.g. at snack time. They have good access to small tools.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy the well resourced role play opportunities, e.g. 'feeding cat'; staff are skilled at extending this learning. Many attractive displays show the wide range of media available for creative work. They enjoy acting out familiar stories, e.g. Goldilocks, with appropriate props, and are expressing their feelings well during small world play. Children sing familiar songs with actions enthusiastically during circle time. They love dressing up as favourite characters for World Book Day.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

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

WHAT THE SETTING NEEDS TO DO NEXT

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

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the extension of opportunities for children to learn outdoors.

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.