



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY291477

DfES Number: 510723

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Gill Harrison

SETTING DETAILS

Day Care Type
Setting Name Fonthill Lodge School
Setting Address Coombe Hill Road
East Grinstead
West Sussex
RH19 4LY

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

Fonthill Lodge School Nursery opened in 1971. The nursery and the two reception classes form part of an independent school registered with the DfES.

The Foundation Stage at Fonthill Lodge is open daily from 09:00 to 15:00. The nursery is open for children aged two and a half to four years. Children move into the reception classes in the term following their fourth birthday.

There are 188 pupils in the whole school, with 20 four-year-olds and 10 three-year-olds in receipt of nursery education funding. There are no funded children for whom English is an additional language. The nursery support children who have been identified as having special educational needs.

There are 15 members of staff working with the children in the Foundation Stage, 12 of whom hold relevant qualifications.

The school is situated in a rural setting in the south of England. An extension is currently being built and until its completion the nursery is temporarily accommodated in the older part of the school. The reception classes are located in the newer part of the main school. The school has extensive grounds with secure playing areas.

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

How effective is the nursery education?

Fonthill Lodge Foundation Stage provides high quality nursery education. Children are making very good progress towards the early learning goals

The quality of teaching is very good. Activities are interesting and challenging. Children work well independently. Staff give clear explanations and use effective questioning techniques to develop children's thinking. The system of observation and assessment is particularly effective as the information is regularly evaluated and is used to plan what children learn next. This enables staff to effectively plan for their class and for individual children's needs - resulting in all children making very good progress. Children are encouraged to reflect about their learning and to be aware of their targets. Children with special educational needs are sensitively supported; clear assessments, plans and targets result in children making very good progress. Staff are very skilled at managing behaviour. They use their time effectively and create well organised learning environments. Due to building work the outside area is not currently fully used to support the curriculum.

The leadership and management are very good. There is clear direction for the Foundation Stage. Thorough monitoring systems ensure that the high quality of teaching is maintained, that assessments are purposeful and that the planning is relevant and comprehensive. Communication is very good. Appraisals ensure staff are informed about their work and training is highly valued. All staff contribute to the annual development plan.

Partnership with parents and carers is very good. Regular meetings, the prospectus and newsletters keep parents informed about the curriculum and activities. Parents contribute to activities, talk informally to staff about their child's learning and attend meetings to discuss their child's progress. Parents support their child's learning at home. Extending parent contributions to assessments is on the school development plan.

What is being done well?

- Leadership and management of the Foundation Stage is excellent; there is clear direction and through the careful monitoring, evaluating and reviewing of the provision, the high quality is maintained.
- Staff know the children well and are aware of each child's ability and level of achievement. They plan for individual's progress.
- Children learn many aspects of the curriculum through taking part in the stimulating creative experiences on offer in the nursery.
- Through the effective teaching of letter sounds and word structures in reception, children develop very good reading skills.

- Children make very good progress in personal, social and emotional development. Behaviour and relationships are excellent.

What needs to be improved?

- the use of the outside areas for the new nursery units and the reception classes, so the curriculum is enhanced through outdoor learning
- parental contributions to the assessments.

What has improved since the last inspection?

Improvement since the last inspection is very good.

Following the previous inspection, the school had two points for consideration:

They were asked to include more resources that reflect the diversity of culture within our society. The need to assess children's progress in creative development was also highlighted as an area in need of development.

Both these points have been fully met. Classes contain books and resources that positively represent cultural diversity. Aspects of the curriculum include references to different cultures and ways of life, for example in the nursery there is a display about 'Homes around the World'. This enables children to progress their learning in this aspect of the curriculum.

Children's progress in creative development is now included in the assessments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are keen to take part in activities and show a high level of motivation. Through activities, such as singing to a group of their friends, younger children develop confidence. Children are keen to try new experiences, for example in reception they taste and smell various foods as part of a topic. Children behave extremely well and are developing a high level of personal independence. Relationships are excellent. Children are confident working with friends or individually.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers. They initiate conversations, listen and respond to questions and use a range of vocabulary. Children are aware of the shapes and sounds of letters. Older children are able to read familiar words and to attempt to sound out more complex unfamiliar words. This understanding of letters supports writing skills. Older children write their names and learn to form letters. Nursery children develop skills for forming letters e.g writing in sand.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with numbers. Nursery children play bingo and recognise and match numbers up to ten. Through puzzles, older children order numbers up to ten. They use their understanding of numbers to solve problems; nursery children realise they must take away items in order to match specific numbers that should be stored in a box. Children use mathematical vocabulary. Older children learn names of shapes through playing computer programs and by threading sequences of different shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through practical experiments older children learn about their senses, tasting and smelling various items. They record their thoughts through talking, drawing and writing. They design and construct models and use the computer independently. As part of a topic it is planned that they will learn about their environment - interviewing people in the school who have various roles. Through learning about lives of other people, children are developing positive attitudes towards other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop skills in coordination and control by regularly taking part in well planned activities. They learn to throw, catch and roll balls and to move in different ways. Children learn the importance of keeping their bodies healthy; they warm up before exercising and discuss healthy snacks at break time. Through activities such as threading shapes, drawing, pouring water into containers and using cutters with dough, children develop good manipulative skills.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children respond imaginatively to the wide range of creative experiences on offer. For example, they make up their own stories as they dress up in role-play. Opportunities to play with sand, water, foam, oats and dough result in children exploring different textures. Music features strongly and children develop rhythm as they clap to familiar songs, move to music, make actions and learn to control their voices. They listen attentively to instruments, such as violin and piano.

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:
- continue to develop the use of the outdoor areas to promote the curriculum across the Foundation Stage
- continue to extend the opportunities for parents to contribute to the assessments.

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.