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Education**

NURSERY INSPECTION REPORT

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DfES Number:

INSPECTION DETAILS

Inspection Date 07/02/2005

Inspector Name Tracy Ward

SETTING DETAILS

Day Care Type

Setting Name Wakefield Girls High School Junior School

Setting Address

Wakefield Girls High & Junior School
2 St. Johns Square
Wakefield West Yorkshire

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

Wakefield Girls High School - Junior School is an independent school, which is part of the Wakefield Grammar School Foundation. It provides education for children from 3-years to 11-years. The school is managed by a governing body and is situated in the heart of Wakefield, in West Yorkshire. Children attend from a wide catchment area including the local and outlying communities and other towns and cities nearby.

The foundation stage classrooms are located in Mulberry House a converted Victorian building that has been in use since 1996. The ground floor contains an open plan nursery classroom for children aged 3-years to 4-years; on the first floor are three Kindergarten classrooms for children aged 4-years to 5 years. The foundation stage children have the use of all the school facilities and have a fully enclosed outdoor play area.

There are currently 475 children on roll at the Junior school, of these 92 receive funding for the foundation stage. There are currently no foundation stage children with identified special educational needs, however, the setting does support a number of foundation stage children who have English as an additional language. School is open during term times between 08:30 and 15:30. There are before and after school facilities available on site.

There are 17 staff who support the foundation stage children, and all have relevant early years education and/or childcare qualifications. The school receives support from the Local Authority and from the Grammar School Foundation, and is a member of other local support and training networks.

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

How effective is the nursery education?

Wakefield Girls High School-Junior School's foundation stage provision is of high quality. Children make very good progress towards the Early Learning Goals (ELGs) in all six areas of learning.

The quality of teaching is very good. Staff have a very secure knowledge and understanding of the foundation stage; this has a very positive impact on children's learning and development. Staff make excellent use of time, resources and accommodation, they provide a rich environment with a very good range of stimulating activities to engage children's interest and exploratory skills. Staff interaction with children is excellent, they question children effectively, encouraging them to think, developing and extending understanding and knowledge. The very good use of questioning techniques ensures that children are challenged at their own level and move through the stepping stones confidently and with enjoyment. Assessments of children's progress are systematic and informative, they show clear links to the planning. Staff very effectively plan for individuals and the whole group. They have high expectations of behaviour and all children respond positively to their praise and encouragement. Behaviour is of a high standard and children are developing good skills in being caring and thoughtful towards one another.

Leadership and management is very good, the supportive management structure ensures continuing high quality. The very enthusiastic staff team work together extremely well. There is an effective system for monitoring and evaluating the foundation stage provision. Staff benefit from very good access and encouragement to attend training and development opportunities.

Partnerships with parents are excellent. A wide range of methods give information to parents including good quality newsletters, parents' evenings, and reports. The successful formal and informal channels of communication have a very positive effect on parental involvement in their child's learning.

What is being done well?

- The programme for personal social and emotional development is strong. Children are independent and confident. They are encouraged to choose resources, use their initiative and manage their personal needs well. All children show enthusiasm and very positive attitudes towards learning. They are very well behaved and courteous.
- Communication, language and literacy is given high priority. The strong emphasis results in children who are articulate and can confidently express themselves in small and large groups and one to one situations. They make excellent progress in developing and refining early literacy skills and the

text rich environment promotes early reading and enjoyment of books and the written word, well.

- Children's mathematical awareness is strongly developed through practical daily routines and in focused activities. Children are presented with very effective opportunities to learn to count, recognise shape, size, numerals and other mathematical ideas. They show very good progress in learning about basic addition and subtraction and solving and recording problems. Good levels of support and interesting resources promote this area well.
- Parental partnerships are very good. Excellent formal and informal communication between staff and parents ensures they are fully informed about all aspects of the setting including the curriculum and the progress of their child. Many parents show good enthusiasm and are actively involved in helping their child progress.
- Staff teach children very well. They are well organised and their enthusiasm, commitment and team spirit is very strong. Staff are skilful at questioning and interacting with the children. They make very good use of the excellent accommodation and resources and provide a wide range of interesting experiences. There is a good balance of adult led and child initiated activities.

What needs to be improved?

- the range of continuous provision of instruments, sound and music resources, to enable children to explore and experiment with musical skills taught.

What has improved since the last inspection?

At the last inspection the school was given a point for consideration; to review and consider ways to provide children with more living things to care for. Progress since the last inspection has been very good. Many opportunities have been introduced to develop children's knowledge, understanding and skills in caring for living things. The school has pet Geckos, which children observe and care for. Visits and visitors are included in the programme of learning to promote this area; such events as, visiting animals, hatching duck and chicken eggs, feeding the birds in winter. Children also experience caring for and observing organic life, when growing plants and seeds in the garden. All these experiences have a positive impact on children's developing knowledge and understanding of the world.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident, are enthusiastic about learning and have excellent personal and social skills. They are independent and can manage many self-care tasks with minimum support. Children express a range of feelings and opinions confidently and are eager to take part in activities. Behaviour is very good and children show good understanding of caring for others and working together.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Many older children are reaching the ELGs before the end of the foundation stage. They have excellent access to written text and tools to produce emergent writing, which they do so with increasing skill. All children's language is developing very well, they express themselves clearly and listen to others with interest. Three and four year old children are recognising and sounding out letters of the alphabet. Children are enthusiastic about books and can predict and recall familiar storylines.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical development is excellent. The majority of younger children count to 10 and beyond confidently and can order and name numerals effectively. Older children have very good skills at counting and are reaching the ELGs for numeracy. They confidently use and recognise number value and use practical activities such as coins to solve mathematical problems and gain a basic understanding of addition and subtraction. Children are able to compare size, shape, and pattern well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Many children use the computer and programmable toys very well to support their learning. They talk confidently about themselves, their families and past and present experiences. They are developing a strong awareness of nature, living things and their own and other cultures through interesting first hand experiences. They successfully design and make things imaginatively with construction and craft materials. Their awareness of the local and wider external environment is developing well.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move very confidently and safely throughout the environment. Their balance and agility skills are developing very well. They show an awareness of space and others and negotiate obstacles successfully. Children have very good control over small equipment such as pencils, scissors and small tools using their skills to create individual pieces of work. Children gain good knowledge of keeping healthy and older children speak confidently about body changes when active.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use their senses well and positively respond to sensory activities. They confidently and competently explore shape, form and texture in 2 and 3 dimensions for their own purpose and in planned activities. They are very confident in expressing real and imagined experiences in role and home play. Children enjoy music and song and respond purposefully when joining in with singing however they have less opportunity to initiate and experiment with aspects of music in their imaginative play.

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

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

(Key issues or points for consideration for improvement in nursery education)

There are no significant weaknesses to report, but consideration should be given to improving the following;

- develop children's early experiences of initiating and experimenting with aspects of music in their imaginative play.

The registered person 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 combined inspection.