

# NURSERY INSPECTION REPORT

URN EY291024

DfES Number: 524385

## INSPECTION DETAILS

Inspection Date 24/09/2004

Inspector Name Margaret Travers

## SETTING DETAILS

Day Care Type

Setting Name Rose Hill School

Setting Address Coniston Avenue  
Tunbridge Wells  
Kent  
TN4 9SY

## REGISTERED PROVIDER DETAILS

Name



Office for Standards  
in Education

Tel: 0845 601 4771

Our Ref: EY291024

19/10/2004

## **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**

Rose Hill School is an independent preparatory school in a residential area in Tunbridge Wells and was established in 1832. It provides education for children from three to thirteen years old. Children attend from a wide area around Tunbridge Wells.

There are currently 128 children in the Pre-Preparatory department and of these 29 three-year-olds and 34 four-year-olds receive nursery education funding. There are 2 kindergarten classes and 2 reception classes.

The kindergarten sessions run from 8.30 to 12.00 for 5 weekdays during the Autumn term and increase gradually during the Spring term until the Summer term when all the children attend for 3 full days and 2 mornings during school term times. Children attend for 5 full days from the start of the reception year.

There are no children in receipt of nursery education funding who have been identified as having special educational needs or English as an additional language.

There are 8 members of staff work with the 3 to 5-year-olds and of these 4 are qualified and experienced teachers and 4 are classroom assistants of which 3 are qualified and 1 has relevant early years experience. Other specialist teachers teach in the department.

The accommodation is spacious and purpose-built with easy ground floor access to enclosed outdoor play and resource areas for kindergarten and reception children. All children have access and use of the main school facilities such as the gymnasium.

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

### **How effective is the nursery education?**

Rose Hill Pre-Preparatory School provides good-quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff show enthusiasm and work very well together as a team to plan a wide range of interesting activities that extend and challenge all children. They use very good assessment procedures and observations to inform future planning and work with children in large and small groups and individually. Staff make learning fun and have good systems in place for the identification and support of children with special educational needs. An additional part-time coordinator will start in the department in January 2005. Staff manage the children well and positively encourage good behaviour and a consideration of others. They use the time, learning resources and accommodation well to encourage children to learn in groups as well as initiating their own learning.

The leadership and management are very good. The head of the Pre-preparatory department has been effective in developing a strong and supportive team. The rigorous monitoring of the quality of teaching, staff development and appraisals takes place and is effective but irregular due to the Head of Pre-Prep teaching commitments. In order to maintain the present high standards of education the Head Teacher has recognised that more time needs to be given to ensuring monitoring takes priority.

The partnership with the parents and carers is very good. Parents are invited regularly into the school and have good opportunities to discuss their children with staff. They receive very informative information through newsletters and are invited to attend parents' evenings. They are encouraged to understand how they can support their children's learning at home which effectively helps children to make good progress in their learning.

### **What is being done well?**

- Children are encouraged to enjoy their learning experiences and become actively involved and pursue their own ideas.
- Children are developing very good relationships with staff and their peers and are well behaved. They are learning to share and take turns and consider others.
- Children are encouraged to develop good personal independence and select their own resources.
- Staff are enthusiastic and work well as a team. They plan a wide range of interesting activities which effectively ensure children make good progress.
- Children are learning to read, write and develop good mathematical skills during well planned activities and purposeful meaningful experiences.

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

Point for consideration:

- the time given to monitoring the quality of teaching, staff development and appraisal to ensure the present high standards are maintained.

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

The improvement since the last inspection has been very good. During the last inspection in 2000 the school were required to produce integrated plans to outdoor play providing links with the desirable learning outcomes and termly themes. New improvements have now been made to the outside play and resource areas including new wooden climbing equipment and a safety surface. Good planning now ensures children extend their learning further by use outside areas as classrooms for creativity, music, physical development, role play and activities linked with themes and topics.

## COMMUNICATION, LANGUAGE AND LITERACY

**Judgement:** **Very Good**

Children are developing very good language skills and increase their vocabulary daily as staff encourage them to talk about their activities, for example, when tasting and describing an avocado and designing presents. They are learning to write letters and to read and write simple words. They practise writing when they write cards for their teddies. Children use puppets to re-enact stories such as The Little Red Hen and are developing an enjoyment of books.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

**Judgement:** **Very Good**

Children's enjoyment of learning is encouraged well as they take part in interesting educational experiences such as naming and tasting different fruit and baking bread. They are developing good confidence as they sing their chosen song in front of the group and share their news. Children are making good relationships with staff and peers and are encouraged to be considerate and polite. Their behaviour is good. They are learning to become increasingly independent.

### MATHEMATICAL DEVELOPMENT

**Judgement:** **Very Good**

Children are learning to count and recognise numbers to ten and above and confidently count how many children present. They are learning to problem solve as they design and make presents and cards, although there are occasional missed opportunities to develop mathematics during snack time. They play matching and sorting games and learn effectively through well planned whole group activities and self-initiated tasks. Four-year-olds are effectively challenged and their learning is extended well.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

**Judgement:** **Very Good**

Children learn about the seasons and weather through interest tables, discussions and walks in the outside area. They use their senses to learn about different fruits and vegetables and talk about themselves and their families and different countries and cultures. They take part in activities such as designing and making wrapping paper, presents and cards for their teddies and use tools and techniques to assemble and join materials. Children use sand and water play and natural materials.

### PHYSICAL DEVELOPMENT

**Judgement:** **Very Good**

Children are developing very good physical skills through weekly gymnastic sessions when they march, stretch and take part in partner work. They become swooping owls during music and movement sessions in the well resourced school gymnasium. They play outside on large equipment and

confidently climb, balance and develop good coordination. Children are becoming aware of the importance of staying healthy. They use small tools well such as scissors and threads with beads.

## **CREATIVE DEVELOPMENT**

**Judgement:** **Very Good**

Children have daily opportunities to use their imaginations and develop their own ideas. They use a wide variety of mediums such as paint, cornflour, dough, wax, string and sensory collage materials. Children dance and become carrots, trees and owls and use puppets to tell stories. They play musical percussion instruments and dance to music and learn to sing simple songs. They take part in role play stories in the dentists surgery and when acting out stories such as The Little Red Hen.

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:
- to prioritise the time given to rigorously monitor the quality of teaching and staff development to ensure the present high standards are maintained.

*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.*