

Bilton Grange School

— Inspection report for early years provision

Unique Reference Number	EY243431
Inspection date	20/06/2008
Inspector	Jan Burnet
Setting address	Rugby Road, Dunchurch, Rugby, Warwickshire, CV22 6QT
Telephone number	01788810287
E-mail	
Registered person	Adrian Lewis Brindley
Type of inspection	Nursery Education

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be freely reproduced in whole or in part for non-commercial educational purposes, provided the source and date of publication are stated.

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website:
www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Bilton Grange School is an independent school, with funded children accommodated in purpose built classrooms attached to the pre-preparatory department, Bilton

Grange Pre Prep. The present buildings opened in 1989. Funded children use four adjoining classrooms, with their own toilet facilities, that make up the Reception unit. A maximum of 32 children may attend at any one time. The school is situated on a large site on the outskirts of the village of Dunchurch, near Rugby. It is open each weekday from 8:20 to 15:30 for 33 weeks of the year, with all children attending on a full time basis once they have settled in. Pre and after school wrap around care is also available from 8:00 to 18:00. All children share access to a secure outdoor play area and facilities within the school.

There are currently 124 children aged from four to eight years on roll, 27 of whom are in Reception. Of these, two children are in receipt of funding for early years education at the time of inspection. Children attend from a wide geographical area and a variety of backgrounds. The setting supports children with learning difficulties and/or disabilities.

The school employs five staff to work in the Reception unit, all of whom hold appropriate teaching or early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is outstanding.

Early Years Education.

The quality of teaching and learning is outstanding. Children do not attend until they are aged four years and funded children are part of two groups that include five-year-olds. All children benefit from staff's excellent knowledge of the Foundation Stage curriculum and how children learn through practical, meaningful activities. Children are continually interested as they concentrate for extended periods. Staff constantly ask open-ended questions as they encourage children to think and extend their vocabulary. Children are confident and ask questions frequently, demonstrating their curiosity and desire to learn. They enthusiastically acquire new knowledge and skills through their positive interaction with staff and other children and respond well to the challenge that the planned and spontaneous activities provide. Children benefit from the interesting range of activities that cover all aspects of the six areas of learning. Weekly planning meetings are held, which ensures that teachers and teaching assistants know what they expect the children to learn. A balance between adult-led or supported and child-initiated activities allows children to learn at their own pace. Staff have developed superior systems to track and assess children's progress, thus ensuring that each child is challenged effectively. All staff members make sure that children's achievements are closely monitored and observations are recorded and used to inform planning for individuals. Children's work books contain comprehensive detail on the progress that they make as photographs, written examples of achievements and observations are included. Over the school year five books are completed and at the end of the year comprehensive Foundation Stage

profiles are drawn up.

Children arrive with eager anticipation, separating happily from their parents and carers. They relish their time in this stimulating and well-resourced environment and are motivated by the learning experiences on offer. For example, this week they are learning about time. They talk about the numbers on the clock face and talk about 'special words'. These include the 'hands' and they decide if both are the same. They identify the different colours, one red and one blue, and one child says, "one is longer and one is shorter". Another child says, "one is a big hand". Children are asked if they can remember what the time is if the big hand points straight up. Older children recall 'o'clock' and as the big hand moves around all children know that the small hand moves from one numeral to the next on the clock face. Children excitedly put up their hands to answer that it is now three o'clock. They are given small clocks to play a game in pairs making o'clock times. They then create their own paper clocks, skilfully colouring-in and cutting out the hands and writing in the numerals on the face. They concentrate and persevere and demonstrate pride in their achievements.

Children's behaviour is very good. A high priority is given to promoting children's self-esteem and they show kindness and consideration for others. They negotiate, take turns and share. Children are active, confident learners who are encouraged to develop independence both in their play and their self-care. They speak confidently in large and small groups, showing the ability to recall events. Children display great curiosity and initiate conversations with staff, visitors and other children to find out what they are doing. They enjoy looking at books and listening to stories and are aware that information is gained from books, for example, today at group time they are looking at a book on time that contains pictures of different clocks and watches and they talk about why the numerals are upside down on a nurse's watch. Reading and writing skills develop with daily practise in a variety of ways, including the use of writing in role play, for example, in the supermarket children write labels on boxes, shopping lists and food prices.

Children learn about their environment as they enjoy walks in the local area, for example to the supermarket and the library. Their learning is enhanced by visitors to the school. For example, linked to the 'People who help us' topic, a vet, a doctor and a road safety officer have spoken to the children. Children explore the 'wild gardens' in the school grounds every week. Today they are linking their walk to a topic on colours and are gathering green leaves. On their return they talk about different textures and shades of green. As part of a 'mini beast' topic children found snails on their walk and then, in order to replicate outdoor conditions, they kept them in a cool, dark and damp tank and collected leaves to feed them each day. Children enjoy excellent opportunities to explore and investigate. They cook every week and they plant and grow vegetables. During Chinese New Year celebrations they chopped spring onions, that they had grown themselves, in preparation for making and eating rice and vegetables. They practised using chop sticks.

Children develop an excellent understanding of numbers, counting and calculation. They use number in a meaningful context and understand that numbers represent

sets of objects and written numerals. Staff skilfully include calculation in a range of activities, for example, children use play dough to make a mini beast and as they add legs, they decide whether they need six or eight and work out how many 'more' legs they need to make. Using the computer, they make a simple graph showing the number of children with blue, green and brown eyes and then they talk about the differences in number. Children's computer skills are outstanding as they are able to open files, save, click and drag, print and close down.

Children are creative and imaginative and they enjoy free access to art and craft and role play resources. They talk about and name their paintings and explore and create colours as they mix paint. The outdoor play area adjacent to the classrooms is used effectively for a range of activities as well as for routine play times. Music and singing is a strength. The school has a specialist music teacher and during music sessions children sing, repeat pattern sounds as they use percussion instruments, dance and use their imagination when moving to music. They enjoy performing for parents in Christmas and summer concerts and this year, linked to the life cycle theme, dressed in costumes and pretended to be caterpillars, cocoons and butterflies. Children's physical skills develop and improve with a variety of experiences and equipment. They practise moving in a variety of different ways, are aware of their own space and that of other children and have access to challenging outdoor play equipment suitable to meet the needs of adventurous as well as not so confident children. On a daily basis they practise skills with small equipment, tools and programmable resources.

Helping children make a positive contribution

The provision is outstanding.

The partnership with parents and carers is outstanding. An exceptionally high priority is given to providing information for and obtaining information from parents, which clearly contributes to children's well-being and the excellent progress that they make. Parents who commented verbally and in writing on the provision are extremely happy. They value the welcoming environment, share of information, the encouragement to work together to ensure progress and resolve learning barriers, the confidence that children develop and the support they receive from staff.

Introductory visits for children and parents are organised and also meetings with parents only so that the child's educational starting point and individual needs can be fully discussed. A 'Starting School' handbook is given to parents and contains sections on, making new friends, sharing and respect for other children's ideas and feelings and ways in which to encourage independence. Extensive information is also shared on the six areas of learning. Parents are initially asked to complete a Foundation Stage Profile which includes sections on different, 'Things I can do' and they are asked to help their child draw and label pictures of people who live in their home. Each child is invited to draw or paint a picture of themselves on an 'All about me' sheet. Parents are provided with a Foundation Stage Policy which includes a Partnership with Parents section giving information on open mornings, induction evenings, the open door policy, child induction programmes, reading and numeracy,

parent consultation evenings, written reports at the end of each term and detail on the six areas of learning. Activity planning, assessment, the importance of exchanging information with parents and using what they know about children to inform planning for individuals is clearly explained and is excellent in practise with regard to the impact it has on children's learning

Children's spiritual, moral, social and cultural development is fostered. They develop a very good awareness of their similarities and differences and how other people live. All children are settled and secure within the warm and welcoming atmosphere of the setting. They are sociable, polite and confident, they show consideration for others and respect for each other and the equipment they use.

Organisation

The organisation is outstanding.

The leadership and management of early years education is outstanding. The head of the pre-preparatory department and the Early Years Foundation Stage coordinator are able to monitor and evaluate the funded provision through observations and assessment of the staff as part of their appraisal system, regular discussions about the children and their achievements, and feedback received from the parents. All staff receive excellent support and are clear about their roles and responsibilities. They are dedicated and committed to ensuring that the highest quality education is provided by reviewing practice and striving for improvement. Staff demonstrate a comprehensive knowledge of the Curriculum guidance for the Foundation Stage and all are involved in planning and assessment to ensure that children make good progress. Advice from other professionals is sort and welcomed in order to improve practice and outcomes for children. All concerned work very well together and demonstrate great enthusiasm for creating a learning environment that promotes positive outcomes for children.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2473) which is available from Ofsted's website:
www.ofsted.gov.uk

