

Bramley School

Inspection report for early years provision

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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
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WHAT SORT OF SETTING IS IT?

Bramley School is run by the Bramley Educational Trust. It is an independent day school for girls aged three to 11 years of age. The children attending usually live within a five mile radius. The school is located in Walton-on-the-Hill, near Tadworth in Surrey.

The children are based in the nursery and reception class of the school and have access to an enclosed outside play area. There are currently 104 children in total on roll, throughout the whole school, of these 18 children receive funding for early education. The children are either based in the nursery or reception class. The main school is open for 35 weeks of the year from 08.15 to 16.00. There is a morning session from 08.30 to 12.30 and an afternoon session from 13.45 to 15.00 available for children attending the nursery. There is provision for children to attend an out of school facility from 15.00 to 17.30.

The school supports children who have learning difficulties and/or disabilities and who speak English as an additional language.

The school employs nine full and part-time staff to work with the children in the nursery and reception. Of these, eight staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve and enjoy what they do

The provision is outstanding.

The quality of teaching and learning is outstanding. Children are making extremely good progress towards the early learning goals with some children exceeding the average stepping stone for their age within the Foundation Stage. Staff have extensive knowledge of the curriculum and how children learn. The sessions are inspiring and interesting so children's natural curiosity is stimulated. For example, setting up a shop for children to come and be measured for some shoes, to choose and then handle the money to pay. Children's work is displayed attractively throughout the two classrooms, this promotes a sense of belonging and positive well-being. Children flourish because staff are enthusiastic and strive to provide a vibrant, caring and stimulating environment.

Planning is of a very high quality and clearly shows learning objectives. It is very evident that staff know children's individual needs extremely well and identify their next steps in learning by close monitoring and daily observation. All children are challenged

appropriately and staff are fully aware of how to make sure they progress appropriately through all the areas of learning.

Children behave extremely well. They are caring towards each other and understand if they do something unfair to another child, it is unkind and wrong. Children's self-esteem is fostered at all times as staff praise them at every opportunity, for example, 'lovely listening', 'good sitting' and 'what a big smiley face'. They are encouraged to talk about their feelings, for instance, children pass around the duckling at circle time, when it is their turn, staff ask them 'what is making you happy' and 'what is making you sad'. The 'good cup' is presented at the end of week assembly, to a child from each class who has shown positive behaviour or done something well, such as making 'a wonderful salt dough creepy crawly'.

Children are very confident and willingly offer a well thought out answer to a question, asked by staff during circle time about why it is important to be honest, for instance 'people will not know if you are telling the truth' and 'telling lies is naughty'. They engage in interesting conversations about family members, for example, 'I have a baby cousin who is one year's old, he is just about walking and might come to collect me from school'. Children's independence skills are exceptional, for instance, they choose their own food from the salad table at lunch time, they know the routine for snack bar, wash their hands thoroughly with soap, without being reminded after going to the toilet.

Children take delight in playing outside in the well resourced garden. They happily design and construct a play house with a roof out of wooden blocks, adding some cushions for comfort. Children's physical development is extended daily as they excitedly participate in their PE session. For example, practising short tennis and improving hand and eye coordination with the racket and soft ball. They love the parachute game and demonstrate confidence in riding a tricycle around the path. Children are beginning to see the importance of exercise, for instance, they draw pictures of children skipping and riding a bike. They listen to their bodies and take time out for a rest in the 'quiet cube'.

Older children are able to read and write recognisable letters and words. Others enjoy the opportunity to make marks using resources throughout the day. Children listen intently to a story and are eager to predict what happens next when asked by a member of staff. They are confident with number and understand mathematical language such as beneath, under, over and beside. Older children are able to calculate and participate fully when they can weigh out ingredients for baking some cakes.

Children have excellent opportunities to experience the world around them, for example, celebrating Chinese New Year and Diwali. There are exceptional links with the surrounding community, for instance, taking part in the village May pageant and welcoming the vicar

from the local church. Children talk vividly about their trip to the Ecology centre, here they participate in pond dipping and the search for bugs. Staff follow through the next day in the planning, so children recall what they did and sit down to produce their own design for a poster, 'How to care for bugs'. Children learn to think about a variety of cultures and traditions through their links with a school in Uganda. They are sent photographs of the children and a representative comes twice a year to provide further information. Children play drums with great enthusiasm when an African workshop company visit. They sit enthralled when staff arrange a theatre trip to see 'Town Mouse and Country Mouse'.

Helping children make a positive contribution

The provision is outstanding.

Partnership with parents is outstanding. Staff are extremely committed to working closely with parents. They keep them very well informed about the setting and Foundation Stage through weekly newsletters, notices displayed and the parent pack. They are invited to meet with staff twice a year to discuss their children's progress and receive two detailed reports about their child annually. Staff succeed very well in making sure parents feel completely at ease to come and discuss any issues about their child on an informal basis. There is a daily contact book for both parents and staff to complete with general information about the children.

Staff actively seek parents' views in relation to children's individual needs. For example, they complete an 'All about Me' form which provides valuable information about their child and identifies likes, dislikes, favourite activities and developmental progress. This helps with the initial settling down process and makes sure staff are able to offer consistency for each individual child. Parents are highly encouraged to be involved as much as possible, for instance, attending the 'parent and daughter' morning, going on an outing and watching the events at sports day. Parents highly commend the school and offer comments, such as 'I like the small size of the classes', 'the teachers really care about the children', 'lovely family environment' and 'my child is really settled and happy'.

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

Organisation

The organisation is outstanding.

Leadership and management is outstanding. The manager is extremely clear in her vision to provide a setting where children thrive and progress at their own level. There is total

commitment to develop the provision further with strengths and weaknesses identified. There are excellent levels of communication between staff and the manager. There is a comprehensive system in place to evaluate the teaching and learning and top priority is given for staff to attend training.

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