

Inspection report for early years provision

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 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?

Westbourne School is an educational trust, managed by a board of governors, and is a member of the Independent Schools Council and is member of the Independent Association of Preparatory schools. It has been open for over 100 years and is situated in the Broomhill area of Sheffield. Children attend from a wide geographical area.

The school offers places for children aged four to 16 years. Westbourne Junior School caters for children from four to 11 years of age. The school is open from 08.30 to 15.50. Extended care is available in the breakfast club from 08.00 and after school until 17.30.

There are currently 166 children on roll in Westbourne Junior School, of these, four receive funding for early education. The school supports children who speak English as an additional language and children with learning difficulties and disabilities.

Two staff are employed to work with the children and both hold recognised early years qualifications. Specialist teachers work with the children for physical education, music and french, optional additional ballet and tennis classes are offered. The setting receives support from the local authority early years advisory team.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is outstanding. The quality of teaching and learning is outstanding. Children relish their time at the setting, making excellent progress towards the early learning goals. An excellent understanding of how children learn and knowledge of the Foundation Stage ensures that all children benefit from challenging and resourceful activities. Children are highly motivated as they undertake all activities with enthusiasm. Meticulous observations and recording systems ensure the effective monitoring of children's progress and form the basis for future planning.

Children receive successful guidance to undertake numerous opportunities to participate, explore and problem solve, as they have fun experimenting and learning. They are proactive in making choices of what to do and planning their own time. Children's individual work plans inform where they are at and successfully plan the next steps.

Group time offer effective times to reflect on what they have done and consolidate learning. Attractive and well-presented displays of the children's work successfully contribute to promoting their high levels of self-esteem. The class teacher demonstrates an innovative approach to teaching.

The active promotion of children's natural curiosity and interests ensure that they learn through well-planned and spontaneous activities and experiences, which continually challenge and extend them. Children are extremely cooperative as they play together and alone to enthusiastically progress their ideas. For example, when working together to build long lines of cubes until they have 'well over two hundred bricks' in a line between the classrooms. Children are extremely respectful of each other as they sensitively take turns and share equipment, demonstrating outstanding self-help skills as they carry lunch trays with increasing confidence.

They are very animated as they enthusiastically talk about home and family events, confidently telling visitors where they live and where they are going on holiday. The children chatter excitedly about going to see a new family member when it is holiday time. They actively contribute to their end of year assessments as they discuss their favourite activities and produce their own drawn and written record.

Children are very confident speakers who listen intently to each other when playing and in groups. They enjoy numerous opportunities to reflect on what they have done and talk about what they are going to do next. Children are proactive as they share home and school experiences with enthusiasm. Very interested staff listen intently to what the children say, offering support and suggestions to enhance their experiences. Children use new vocabulary as they talk about surfboards as they describe what they have drawn and relay batons when racing as part of physical exercise sessions. Children are extremely confident and engage well with each other. They include visitors in their activities holding very structured conversations with adults and children alike.

Number and problem solving activities form an integral part of all daily activities as children enjoy counting and sorting as part of daily routines, singing and ring games. Children recognise and use mathematical language successfully and in context as they play. They confidently count into the hundreds as they build long rows of cubes and excitedly call all adults to see what they have achieved. The children assign points to beanbags when playing racing games and successfully add up how many each group has. Children are starting to use fractions as they talk about the last half day at school before term ends. They recognise numerals and numbers out of sequence and solve simple problems in everyday tasks. Children skilfully sort pen tops by colour putting them back together and thread beads onto strings to make simple and more complex patterns.

Children undertake outstanding experiences as they enjoy learning about the lives of others through topics, planned activities and regular outings. They visit the Botanical Gardens and explore in the outdoors with enthusiasm. Children enjoy numerous opportunities to extend their understanding as they relish their time outdoors. They show an excellent understanding of their place in the world as talk about where they live and how they get to school. Children demonstrate high levels of concentration using tools and materials, such as wooden bricks and cubes to construct simple and complex models.

They are extremely competent users on technology as they follow simple and complex programmes. They explain to onlookers what they are doing with confidence and enthusiasm.

Children enthusiastically enjoy regular physical education sessions where they learn to take turns and follow instructions. They relish the opportunities to pair up for games and skilfully dribble balls around obstacles. They enjoy exceptional opportunities to develop excellent physical skills as they effectively use outdoor activities to play and explore. Outstanding use of all outdoor space allows children to explore in all weathers. Children enjoy climbing rope ladders, balancing on rope bridges and extending their imagination as they run between the trees. They confidently and competently negotiate their way around the setting as they learn to move furniture with care and find a space to work. Children confidently manipulate small tools, such as, scissors, pencils, glue spreaders and paintbrushes well as they successfully develop outstanding fine motor skills.

Children have fun as they undertake a wide range of excellent imaginative experiences. Role-play areas are extremely well resourced and creative, as they build on activities and experiences that the children have done. Children access a wide range of craft resources to extend their natural creativity. They learn about a diversity of artists as they develop their own individual style. Children enjoy singing and drama, excitedly recalling their performance for parents as they look at photographs on the computer.

Helping children make a positive contribution

The provision is outstanding. Partnership with parents and carers is outstanding. Excellent good quality information ensures effectively exchanges regarding daily activities and the school curriculum. This supports a consistent approach between home and school. Parents and carers receive warm welcomes to school, with space for daily informal opportunities to share information. Children's record books and displays show children immersed in a wide variety of activities to ensure parents keep continually updated and involved in their children's learning. Regular parents' evenings provide space to talk to teachers and discuss their children's progress. Children are happy, secure and confident in their environment. Parents find staff very approachable, as they build up excellent rapports and relationships with staff.

Children are extremely confident as they share home experiences and significant events. They demonstrate high levels of respect for each other and value what each has to say. Group times provide excellent opportunities to talk about school events, such as who played which role in the school play. Children show exceedingly high levels of self-esteem, as they confidently and skilfully in conversations. Behaviour is excellent and reflects staff's high expectations. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is outstanding. The leadership and management of the educational provision are outstanding. Children's education is successfully enhanced as staff are proactive in setting aims and targets for their care and learning. The excellent day-to-day operation of the setting ensures that parents and staff have a clear understanding of how children learn and progress. The class teacher is forward thinking, as she consistently reflects on her practise to complete and update self-evaluation sheets, highlighting areas for development and improvement.

The head teachers of the junior department and overall school have a clear vision for the school and provide enthusiastic role models, who support the highly committed team. Staff are self-motivated and show a clear understanding of their roles and responsibilities. They meet together regularly to share a wealth of knowledge and experience. The school and external agencies provide excellent training opportunities, which the staff access. Staff are highly valued and committed to improving their practice and promote exceptional outcomes for children. The staff team actively work together to effectively ensure children make rapid progress in their education. Children's progress is accurately monitored by staff who use purposeful activities for assessments. The school works very cooperatively with other providers to ensure seamless transitions from nursery to school and within the school setting. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Points for consideration raised at the previous inspection relating to information for parents about the early learning goals and how observations are linked to planning and teaching have been successfully addressed. Parents are well informed about how their children learn and are involved in the learning process as they share information about their children. Observations of individual children clearly link to planning and teaching methods. Staff are constantly reflecting and evaluating practice to meet the changing needs of the children attending.

Complaints 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.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of 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 2599)* which is available from Ofsted's website: www.ofsted.gov.uk