



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY240522

DfES Number: 513547

INSPECTION DETAILS

Inspection Date 07/03/2005
Inspector Name Amanda Joy

SETTING DETAILS

Day Care Type
Setting Name Harvington School
Setting Address 20 Castlebar Road
London
W5 2DS

REGISTERED PROVIDER DETAILS

Name

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

Harvington School is a girls independent school with a co-educational nursery situated within a residential area in the London Borough of Ealing. There are 219 children on the school roll from three to sixteen years. The school, founded in 1890 and registered with the DfEE acquired charitable trust in 1971 and became known as 'The Harvington School Educational Trust Ltd'. The school is a member of the Independent Schools Association and is inspected by ISI.

The school is registered with the London Borough of Ealing Early Years Development Childcare Partnership to provide nursery education for funded 3 and 4 year olds. Presently there are 54 children in receipt of funding, this includes 21 funded three year olds and 33 funded four year olds.

The school is situated in three inter-joining Victorian residential houses, each on three levels. The nursery operates from three rooms on the ground floor with access to a fully enclosed playground. There are four members of staff allocated to work in the nursery. The reception children are allocated to two separate classes to a maximum of 18, each with a teacher and a classroom assistant. One member of staff is working towards a qualification in childcare all other staff have an appropriate qualification. Additional specialist teachers teach French, ICT and PE.

The school supports a number of children who speak English as an additional language, there are no three and four year olds currently attending who have special educational needs.

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

How effective is the nursery education?

Harvington School provides high quality nursery education where effective teaching helps children make very good progress towards the early learning goals.

Teaching methods are very good, most staff have a sound understanding of the foundation stage curriculum. Space is utilised well and staff plan a varied range of exciting, interesting activities to promote children's learning in all areas. Although, not all written individual assessments clearly identify children's progress and how to move them onto the next stage of learning, staff are very skilled at challenging children appropriately to help them extend their thinking and learning. Children's behaviour and respect of others is fostered extremely well in response to adults clear expectations and caring attitude. There are effective systems in place to support children with special educational needs and for children who speak English as an additional language.

Leadership and management is very good, there is a clear management structure in place and individual responsibilities are delegated well, the staff team work well together. Staff are aware of their current strengths and weaknesses, they have high expectations of children's development and are committed to improving care and education for all children. There is a very good training programme in place enabling staff to continuously develop their knowledge and skills.

Partnership with parents is very good, staff create a friendly environment to ensure parents feel welcome. Staff work closely with parents to support children's learning and encourage them to be involved, parents feel valued and respected. Information regarding current topics and what children are learning is displayed on the doors and in weekly letters to parents.

What is being done well?

- Children's personal independence and self esteem is fostered well. Children are very happy and confident they have developed warm relationships with staff and their peers. They have frequent opportunities to make choices, they access resources independently and are interested and motivated to learn.
- Opportunities for children to develop their pre-writing skills are very good, children have lots of opportunities to write, recognise letters and words. Children are confident communicators and staff are skilled at extending children's language through asking questions and giving new information.
- The staff team use excellent strategies to promote good behaviour and consideration for others. Children's behaviour is exceptional, children are respectful, courteous and kind to one another. Staff are good role models, they speak to the children warmly and with respect. Children receive certificates and stickers and are consistently praised by staff to promote good

behaviour.

- Very good use is made of the outdoor play space to support children's learning and development. There is ample space for children to run freely and the area is well resourced with fixed apparatus to promote children's balancing and climbing skills.
- Parents have strong links with the school. There is a parents teacher association which supports the school. Parents find staff friendly and very supportive. Parents receive good quality information about activities and what their children are learning.

What needs to be improved?

- the use of children's assessments in the nursery to ensure planned activities effectively help children move on to the next stage in their learning

What has improved since the last inspection?

The nursery has made good progress since the last inspection. A clear action plan has been drawn up and followed.

The school has re-organised the lunch time period and the time allocated for lunch breaks has been shortened and the use of space has been effectively reviewed to ensure a good balance of activities is promoted well throughout the day. This includes regular opportunities to use the front lawn, outdoor playground and gym facilities in the hall.

A written policy and effective programme has been devised and implemented to support children who speak English as an additional language. Staff are aware of the individual needs of children and work closely with parents to support children within the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff have excellent relationships with children and know them well, children are happy, confident and keen to learn. Staff manage children's behaviour effectively, helping them learn to take turns, share and be kind to one another. Children have very good opportunities to develop personal independence, they select activities of their choice and pour their own drinks. Children have good opportunities to explore various cultures and beliefs as they celebrate festivals such as 'Chinese New Year'.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff skilfully provide activities to encourage and develop children's communication skills, children have extensive vocabulary and initiate conversations. They know letter sounds and enjoy learning the letter 'E' for Eddy elephant, many children can read and write recognisable letters and numbers. Children in reception class are able to read and write more competently. Children enjoy books for a variety of purposes and thoroughly enjoyed participating in stories such as 'The Gruffalo'.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing their problem solving skills well through a range of practical activities for example, as they work out how many cups of water they need to fill a container or when they play with puzzles and construction. Children benefit from good support both individually and in a group situation to help them learn to count and understand numbers, this is re-inforced as children make patterns and practice writing '8' the number of the week, in a tray filled with salt.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to be 'scientists' and explore how things work through a range of exciting activities, children enjoy an experiment and learn that 'alka saltzer' and water in a pot with the lid on ' expands and explodes'. Children are developing a good sense of time as they talk about the weekend and as they make 'time hats'. They are very confident whilst using ICT resources and have excellent control whilst using a mouse and can operate simple programmes independently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good opportunities in using the outdoor area to develop their physical skills, children have good co-ordination and balance well as they run around and use a range of climbing equipment. Children are developing fine motor skills as they use a variety of tools, for example, when using paint brushes and writing with various pencils, pens and chinks. Children are learning how the body works through daily routines and through visits from people such as the doctor.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities to use their imagination and be creative, they enjoy dressing up as animals and being at the farm. Children use a range of senses through regular activities and express themselves well as they talk about the smell of smoke. Children enjoy singing and recite songs with great enthusiasm; they have good opportunities to explore and listen to a wide range of music which they enjoy. Reception class children practice singing confidently for a special assembly.

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:
- build on existing good practice by developing the use of children's individual assessments in the nursery to ensure planned activities effectively help children move on to the next stage in their learning.

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.