

Harvington School

Inspection report for early years provision

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Type of inspection Nursery Education

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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 good.

WHAT SORT OF SETTING IS IT?

Harvington School is a girls independent school with a co-educational nursery, in the London Borough of Ealing. The school, founded in 1890, 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.

The school is situated in three interjoining Victorian residential houses, each on three levels. The nursery and reception class operates from rooms on the ground floor. There is a secure playground for outdoor play.

There are 52 children on roll in the nursery and reception classes. Of these, 44 children receive funding for nursery education.

The school employs nine members of staff 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.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is good.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage curriculum and how children learn and develop. Staff plan and deliver an exciting and stimulating range of activities which captures children's interest to learn. Children have good relationships with staff, who are very kind, caring and approachable. This creates a warm and calm environment which helps develop children's confidence and self-esteem.

Overall, teaching methods are good as staff spend quality time working directly with groups of children and pose questions to make them think and develop their vocabulary further. However, story time is less effective as children are taken out of the room one by one to get ready for lunch time. This impacts on them not developing a full understanding the importance of listening and following a story closely. Staff evaluate planned activities but do not always include individual children's achievements or identified areas for development.

Children's attitudes towards learning is positive and they are making good progress towards the early learning goals. Children are fully involved and motivated throughout their day at nursery or reception. They arrive happy and confident and quickly settle into the routine. Children are developing good relationships with each other and show consideration as they share and take turns with activities. They are able to select their chosen play and spend long periods of time concentrating to complete a task. Children's independence is encouraged throughout the day and children's self help skills are rapidly progressing.

Children are developing good reading and writing skills as they recognise their own names and letters in the environment. They are encouraged to label their own work and are beginning to write short sentences about their pictures. They enjoy story times and are learning about the components of a book as staff talk to children about the author and illustrator. Children enjoy the book area and readily access books where they understand about how to turn the pages carefully and can retell favourite stories.

Children have good opportunities to develop their understanding of numbers and problem solving skills as they participate in a range of practical activities, such as when making pizza and counting how many vegetables they have chosen.

Staff provide a rich environment which encourages children to explore, investigate and learn about the world they live in. Children have good opportunities to use the computer where they operate simple programmes confidently. They learn about living things as they grow various plants and study the life cycle of the caterpillar. Reception children enjoy caring for the caterpillars in their class room and excitedly talk about the changes occurring. Children's knowledge of the wider world is developing through studying various festivals from other countries.

Children are developing their physical skills as they have good opportunities to climb, slide, run and balance outside in the playground. They enjoy regular physical education sessions where they learn about running, skipping, hopping and developing a sense of space around themselves. There are many opportunities available for children to develop their fine motor skills, such as when cutting with scissors, using glue spreaders and picking up small pieces of pasta or lentils when sticking.

Children's creativity is developing as they have extensive opportunities to create and experiment with a range of resources. Children thoroughly enjoy easel painting and produce pictures with some recognisable features. The role play area is set out to enable children to experience different events where they can act out life experiences.

Helping children make a positive contribution

The provision is good.

Partnership with parents is good. Staff complete individual Foundation Stage profiles which are shared regularly with parents. School newsletters are produced, which ensures parents receive valuable information on the school life. Staff are approachable and make themselves available on a daily basis if parents wish to discuss their child with them. Parents are encouraged to support their child's learning at home and staff offer advice about areas of learning that children may benefit from further input. Parents are welcomed into school and offer their help and knowledge of particular events throughout the year.

Staff are aware of individual children's needs, which promotes children's happiness and security. Children's confidence grows through having the opportunity to make choices about the play and through the respect shown by staff. Children's behaviour is good and they have an understanding of the boundaries and expectations of nursery and reception life. Children are provided with a range of resources that reflect positive images of the wider world. They study various festivals throughout the year which increase their awareness of diversity and other people's lives. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The leadership and management is good. The headteacher and Early Years leader are committed to the promotion of high quality education. Children's learning is enhanced by the staff's good understanding of the Foundation Stage. Staff appraisals assist the team leader in monitoring the education offered and staff have regular opportunities to attend training to develop and enhance their skills further. Staff work well together as a team, they are motivated and enthusiastic to provide an exciting, stimulating environment. The staff team meet regularly to review practices and discuss strengths and areas they wish to improve. Children are very happy, secure and making good progress in this rich learning environment.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the setting has made improvements in the education it provides to children. Staff have begun to develop the assessment methods which help to identify the next steps for learning for children. However, this continues to be area for further development and consideration.

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 good .

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation (s):

- further develop the use of evaluation methods to ensure they identify children's individual learning needs
- ensure story times are organised effectively for all children to participate fully

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