



Aberdour Early Years Department

Inspection report for early years provision

Unique Reference Number	EY337953
Inspection date	26 January 2007
Inspector	Joanne Lindsey Caswell
Setting Address	Aberdour School, Brighton Road, TADWORTH, Surrey, KT20 6AJ
Telephone number	01737 354119
E-mail	admin@aberdour.surrey.sch.uk
Registered person	Aberdour School
Type of inspection	Integrated
Type of care	Full day care

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 CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Aberdour Early Years Department has been re-registered since 2006. It operates from a self contained unit, consisting of the Beehive Nursery, for children aged from two to four years, and two Transition classes, for children aged from four to five years, within Aberdour School in Tadworth, Surrey. The school is co-educational and is set within extensive grounds. A maximum of 72 children may attend the early years department at any one time. The early years department is open each weekday, from 08:40 to 15:20, term time only. Children have access to a secure outdoor play area and extensive grounds for outdoor activities.

There are currently 49 children, aged from two to under five years, on roll. Of these, 37 children receive funding for nursery education. The school supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of 13 staff work with the children. Over half the staff hold recognised early years and teaching qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health and welfare needs are promoted extremely well. Staff utilise all opportunities fully to help children to learn about the importance of good health. For example, children take part in making healthy fresh fruit 'smoothies'. This was particularly extended well, as children in the Transition classes went to the local supermarket to choose the fruits. Nursery children sample different foods and clearly understand that fruit snacks are healthy and readily talk about this during snack time. This provides excellent, practical opportunities for children to make healthy choices and understand about nutrition. The school demonstrates a total commitment to the provision of healthy meals and has recently won an award for wholesome, highly-nutritious and well-balanced meals. Children's dietary needs are clearly understood by all staff and full provision is made to address each child's food preferences.

The on-site, professionally qualified school nurse fully assists staff in helping to maintain a healthy and hygienic environment. Children's health needs are promptly addressed by the nurse and comprehensive documentation is maintained regarding accidents. This helps to ensure that parents are fully informed about their children's welfare needs. Detailed written policies inform parents of exclusion periods for illness, ensuring that children are fully protected against infection. Topic work helps to extend children's understanding of good health. For example, a doctor visited the school and helped children to learn about their bodies and how to stay healthy. This is fully reflected in children's behaviour and understanding of personal care routines. For example, all children clearly understand why they must wash their hands thoroughly after toileting and before eating and all children manage this independently.

The school is clean and well-maintained. The Nursery and Transition classrooms are bright and have ample natural light. Room temperatures are comfortable with plenty of ventilation. This contributes towards maintaining a healthy and hygienic environment for children.

Children have extensive opportunities to develop their physical skills. The Nursery children enjoy many active games and use equipment, such as wheeled toys, climbing resources and balancing apparatus. This helps children to move in a variety of ways to develop muscle control. In addition to this, children in both the Nursery and Transition classes enjoy weekly Physical Education sessions, enabling them to develop skills in movement and co-ordination. This is further extended for the Transition children as they participate in activities, such as swimming and dance. Frequent outside activities enable children to benefit from fresh air. All children use the extensive school grounds, under supervision, enabling them to improve their gross motor skills as they ride tricycles, use wheeled toys for pushing/pulling, dig in the sand and enjoy the use of 'Logland' where they can climb, crawl and balance.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are very child-orientated and offer a welcoming, colourful and homely environment. The Pre-Nursery provides a cosy, secure setting for the youngest children with safe, easy access to a fully enclosed outside play area. The Nursery is bright and welcoming for children and provides a spacious environment. Children can move around freely and safely. Toilets and hand washing areas are easily accessible and children are fully supervised, ensuring their safety at all times.

Children play with a very good range of high quality play materials and resources, all of which are checked regularly to ensure they are safe for children's use. All resources and toys are stored at low level, allowing children safe and independent access.

Children are very well protected against hazards and dangers within the setting. Staff take many precautions to ensure children's safety. For example, all external doors are kept securely closed and all outside play areas are fully enclosed, preventing children from leaving unsupervised. There are detailed procedures in place to safeguard children in the event of an emergency. Children regularly undertake emergency evacuations, to ensure all staff and children are familiar with the correct routines to follow to keep themselves safe.

Children have many opportunities to learn about safety. For example, as part of topic work on People Who Help Us, Nursery children visited Epsom Fire Station and learnt about fire safety. Within the school environment, children become increasingly aware of potential hazards. For example, when children see that sand has been spilt on the floor, they help to clear it up. Older children recognise they must be careful whilst using tools, such as scissors. This helps children to learn the importance of safety and understand how to prevent hazards.

Children are protected against harm and abuse as all staff have a very good understanding of child protection issues. There are clear policies in place ensuring that staff take appropriate action to safeguard children. This ensures that children's safety and welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and settled. They develop confidence and high self-esteem as they enjoy extremely close and warm relationships with staff. This enables children to feel totally secure and comfortable within the setting. Children in the Pre-Nursery have an excellent introduction to the nursery routine. The youngest children develop their social skills within a small, homely and highly stimulating environment. They play happily alongside other children and, as a result of the staff's sensitive interaction, begin to learn to share, take turns and co-operate.

Children flourish within the setting as staff are extremely competent, highly experienced and knowledgeable early years practitioners. They have an excellent understanding of child development, enabling them to plan an exciting and imaginative range of play and learning experiences for children. There are excellent opportunities for children to explore, develop

curiosity and use their imagination. Children investigate and develop motivation as they are given freedom to experiment and become active learners. For example, children in the Pre-Nursery happily fill buckets and other containers with water to transport to the sand tray. Children squeal with delight as they splash the water into the dry sand and observe the change in the sand's consistency. Children's developmental needs are consistently met in the planning and organisation of all play and activities. Staff in the Pre-Nursery successfully incorporate the Birth to three matters framework in their planning structure, enabling children's developmental progress to be carefully and closely monitored. Excellent use is made of topics and themes to incorporate all aspects of learning and development. For example, as part of topic work on Animals, the Pre-Nursery children begin to learn to count as they talk about Noah's Ark.

Children experience an excellent range of play and learning opportunities on a daily basis. The Nursery children develop their understanding of colours, numbers and letters through well planned, practical activities. The Nursery children build on their experiences from the Pre-Nursery and develop their learning through adult-directed activities and extensive opportunities for child-initiated play.

The Nursery children arrive at school happily and are keen to greet their friends and engage in an excellent range of play and activities. Children develop very high levels of self-confidence and self-esteem and show intense curiosity and motivation. As a result, children develop extremely positive attitudes towards learning and thoroughly enjoy their time at school.

NURSERY EDUCATION (incorporating both Nursery and Transition classes)

The quality of teaching and learning is outstanding. Staff are extremely experienced, well qualified and dedicated early years practitioners. They have an excellent understanding of the Foundation Stage curriculum, enabling them to deliver an extremely stimulating, creative and fun range of play and learning activities. Staff know all the children extremely well and, therefore, have extensive knowledge of each child's individual learning needs. This enables staff to plan activities and play opportunities which challenge and stimulate all children appropriately. There is excellent progression for all children between the Nursery and Transition classes, enabling children's learning to flourish and their ideas and enthusiasm for learning to be built upon. Curriculum planning is detailed and covers all elements of the Foundation Stage. All activities are planned in relation to the early learning goals. Staff carry out frequent assessments on the children's progress and all activities are fully evaluated. This ensures that children's learning consistently offers appropriate challenge.

Staff and children enjoy extremely happy and warm relationships. Staff are skilled in 'tuning in' to children and recognising children's individual needs. This enables staff to skilfully help children to develop their own learning through exploration and discovery. Children approach staff happily and confidently and receive plenty of praise and positive reassurance. This increases children's self-esteem and results in a very positive and harmonious environment for children. There is a very busy and purposeful atmosphere in all classes, demonstrating that all children are appropriately stimulated and challenged. Excellent use is made of all school facilities and specialist staff to extend children's learning. For example, children have French and music lessons with specialist teachers.

Children in the Nursery are confident and sociable. They talk enthusiastically about their activities and show great pride in their work. They talk about their friends and people who are important to them, demonstrating their strong sense of belonging. Children develop very good skills in independence. They take care of their own needs and pour their own drinks at snack time. They self-register on arrival and select their own play materials and resources. Children are extremely polite and courteous to one another and need very little reminding about saying 'please' and 'thank you'. This demonstrates children's very well developed social skills.

Children in the Transition classes develop high levels of confidence and independence. They take care of their own needs and make their own choices and decisions. Children work and play together harmoniously. They share extremely well and show courtesy and respect for one another. Children are particularly kind and respectful to each other and show great compassion for their friends. For example, when a child hurt herself, all children immediately, and spontaneously, offered her comfort and reassurance. Children confidently talk about their feelings and discuss their emotions. They listen carefully to one another and are mindful not to interrupt during group discussion. Children are extremely patient and understand the importance of listening and valuing what other people say.

Children in the Nursery express themselves freely and fluently, showing well developed language skills. They engage in lengthy conversation with their peers and adults and convey their needs and feelings extremely effectively. Children develop and extend their language through discussion, conversation with adults and the use of books and stories. Children use words and language creatively. For example, as part of a puppet show, children tell each other jokes and make up their own stories. Children's language skills are extended well through effective questioning by staff. There are many opportunities for children to develop their writing skills. Children develop a very good understanding of letters and sounds. The print-rich environment in the Nursery enables children to see letters, words and labels around them and encourages them to develop an interest in words and sounds. For example, as part of sound work on 'k', children look at words on labels to identify the letter 'k'.

Children in the Transition classes have extensive vocabulary and language skills. They ask questions and respond enthusiastically to staff's open-ended questioning. They use language to reason and give explanations, demonstrating very well developed language and conversational skills. Children develop an excellent understanding of letters and sounds. They build on their knowledge of the alphabet, to develop an understanding of individual letters, blending sounds and rhyming words. This enables children to make very good progress with their reading, as they sound words out, build words and identify matching sounds and letters. Children develop a strong love for books. The current topic work on Goldilocks and the Three Bears, enables children to make their own story books and create their own stories. There is clear progression evident in children's writing. Children write their own news and use their knowledge of sound blends to form words correctly.

Children's mathematical skills are excellent. Children in the Nursery use numbers confidently throughout the daily routine and spontaneously in their play. They count the number of children present and enjoy many practical number and counting activities. This is particularly evident during snack time, when numbers and mathematical concepts are used extremely well in a practical context. For example, children count how many children are present and begin to add

and take numbers away, forming the basis of simple calculation. There are many resources freely available for children to develop their understanding of shape, size, pattern and weight. Children sort using a range of attributes and develop an awareness of volume as they correctly use language, such as 'empty' and 'full'.

Children in the Transition classes use numbers confidently. They undertake simple calculation and demonstrate an excellent understanding of number value. Activities enable children to apply numbers and make groups of different number value. Staff use excellent practical experiences to introduce children to more complex mathematical concepts. For example, children develop a practical understanding of the concept of money during snack time, when children use pennies to 'pay' for their snacks. During a creative activity with clay, children explore the concepts of 'thick' and 'thin' as they create clay numbers and use paintbrushes of different sizes. Children collect and use data to record their findings. For example, children create a graph to reflect the children's favourite breakfast cereals.

Children in the Nursery develop an understanding of the role of others and the local community. They explore topics, such as People Who Help Us, and enjoy visits within the local area. For example, children visit the fire station and a local garden centre to see reindeer and reptiles as part of a topic on Animals. Children benefit from visitors to the nursery, such as a doctor, to extend children's understanding of good health and family members as part of Grandparents' Day. This enables children to share experiences and become aware of the role and needs of others. For example, on Grandparents' Day, children learnt about the childhood experiences and memories of their grandparents. Children begin to understand the wider world as they celebrate a range of cultures and customs. Children have many opportunities to explore nature. For example, they experiment by placing ice found on the school playing field in the sink and observe it melting.

Children in the Transition classes talk about the wider world as part of topic work. For example, recent discussions on Australia encouraged children to read Aboriginal stories and recreate Aboriginal style paintings. Children have many opportunities to explore scientific properties. Current topic work involving houses and homes, enables children to design and make houses using different materials. Children are extremely competent in using Information, Communication and Technology resources. For example, they enthusiastically take part in interactive whiteboard computer programs and have a clear understanding of how to use resources, such as digital cameras, computers and tape recorders. Children learn about different faiths and religions as part of school assemblies and their conversations and topics on the wider world.

Children in the Nursery and Transition classes develop their manipulative skills and dexterity through mark making and writing, threading activities, using scissors and cutlery, handling pegs and using chalks, pens and pencils.

Children in the Nursery express themselves creatively through role-play, arts and crafts and imaginative play with puppets. They make excellent use of the very well designed and resourced role-play area. Imaginative play is used well to successfully extend all topic work. For example, during a recent topic of Vehicles, children enjoyed imaginative play in the 'Bicycle Repair Shop'. The current topic of Animals has enabled children to play creatively in the 'Jungle'. There are

extensive opportunities for children to express themselves freely. Children undertake many art and craft activities and their work freely reflects their own ideas and creativity.

Children in the Transition classes have excellent opportunities to learn about different creative techniques. During art lessons, children are inspired by the different artistic styles of Degas and David Hockney. Children show real interest and enthusiasm for this and, as a result, use their own digital photographs to recreate a large picture of the front of the school building, laid out in the style of David Hockney's work. Children's art work reflects a range of techniques and media, including origami houses and clay modelling. Children use their imagination, creative language and inspiration to recreate familiar stories. For example, during the current topic work on Goldilocks and the Three Bears, children have devised their own behaviour 'rules' for Goldilocks, such as 'Don't break Little Bear's chair'.

Helping children make a positive contribution

The provision is outstanding.

Children are consistently treated equally and fairly and are valued as individuals. There is excellent provision in place for children to learn to respect the needs of others. As a result, children's behaviour freely reflects their care, compassion and respect for their peers and adults. Recently, the Nursery children visited a local nursing home to sing Christmas songs to the elderly residents. This encourages children to develop understanding and awareness of the needs of others. Children develop a very strong sense of belonging within the school as their efforts and achievements are consistently valued and celebrated. Children participate in weekly Merit Assemblies and during class activities, children freely clap one another and give praise to each other. This reflects children's clear understanding of morals and school values. This enables all children to feel good about themselves and make a strong and positive contribution towards the school.

Children see many positive images of diversity reflected within the school and their play materials. Curriculum plans demonstrate children regularly celebrate different customs and festivals and learn about the world around them. This increases their knowledge and understanding of the wider world and the needs of others. Children learn the importance of respecting other people's customs and religions. They develop an understanding of the spiritual and cultural needs of others, as they listen to stories in assemblies and learn French as part of their weekly timetable. As a result of this, children's social, moral, spiritual and cultural development is fostered.

Children with learning difficulties and/or disabilities are supported extremely well. There is a designated Special Educational Needs Co-ordinator (SENCO), who is familiar with legislation and identifying children's individual needs. Staff work in conjunction with the SENCO, parents and external agencies, where necessary, to support all children appropriately.

Children's behaviour is extremely good. Staff act as positive role-models and greet and address children politely and warmly. They use calm and effective strategies to manage children's behaviour and offer a stimulating and challenging range of activities and learning opportunities. This ensures children are always positively engaged and limits the opportunities for unacceptable behaviour. Children in the Pre-Nursery begin to learn acceptable behaviour levels as staff gently

guide them and use appropriate strategies to encourage positive behaviour. Children in the Nursery clearly understand acceptable behaviour and remind one another about the importance of sharing and taking turns. Children's behaviour in the Transition classes is very good. Children are extremely kind and helpful to one another and talk positively about their friends. Staff manage behaviour effectively by allowing children to resolve their own differences. This is successful as children negotiate and co-operate with one another as part of their play. This creates a very happy, positive and harmonious environment for all children.

The partnership with parents is outstanding. Staff provide a wealth of information regarding the Foundation Stage curriculum and actively encourage all parents to become closely involved in their children's care and education. All parents receive information on curriculum topics and activities and planning records are freely displayed, enabling parents to extend their children's learning at home. All parents are invited to spend time in the classrooms to observe the daily routine and share in their children's learning. Parents are invited to join the parents' committee and enjoy regular meetings with the staff to discuss their children's progress. All parents are encouraged to share specialist knowledge and skills to support children's learning and special days, such as Grandparents' Day, help to strengthen the partnerships between home and school.

Organisation

The organisation is good.

The daily routine is organised extremely well in all classes. Children have excellent opportunities to experience a busy and varied day, due to the effective organisation of activities and the use of all school facilities. There are robust procedures in place to ensure that all staff are appropriately vetted and cleared to work with children. Staff are very experienced early years practitioners, with an excellent understanding of early years care and education. The staff in the Nursery are familiar with the National Standards, ensuring they maintain appropriate adult to child ratios at all times. Staff development is given high priority and all staff are encouraged to regularly attend training to further develop their knowledge and skills.

All regulatory documentation is maintained, although this does not always relate clearly to the National Standards and does not always make reference to Ofsted as the regulator. Children's records are stored securely and confidentially. All appropriate parents' consent records are on file.

The leadership and management are outstanding. The head of the Nursery is a strong and professional leader. The head of the Pre-Preparatory takes a full and active interest in the delivery of the Foundation Stage curriculum and offers full leadership and managerial support to all staff. The Nursery and Transition classes are fully integrated into the main school and the head teacher and school governors show a keen interest in the delivery of the Foundation Stage curriculum. All staff are extremely dedicated and committed to their roles and the success of the school. As a result of this, they work consistently hard to identify areas for development and on-going improvement. Continuous evaluations and practice reviews enable all staff to identify strengths and weaknesses in provision, leading to improvements and enhancements in all areas of Foundation Stage teaching.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration, which required Ofsted, or the provider, to take any action in which to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

- develop the written policies relating to the National Standards and make available to parents, including the full complaints procedure and details for Ofsted

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