



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY245639

DfES Number: 582088

INSPECTION DETAILS

Inspection Date 21/02/2005
Inspector Name Annette Stanger

SETTING DETAILS

Day Care Type
Setting Name Huddersfield Grammar School
Setting Address Royds Mount
Luck Lane
Huddersfield
West Yorkshire
HD1 4QX

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

Huddersfield Grammar School is located in Marsh, to the West of Huddersfield. It was re-established in September 1995, following the merger of two similar schools, under the direction of its two joint owners/headteachers, and is an independent co-educational grammar school. The pre-preparatory department is housed in a Victorian building, and there are three classrooms in total, two reception classrooms and a kindergarten. The children also have access to two outdoor play areas. The pre-preparatory department is open from 08.30 until 15.10 each weekday during term-time only. The children travel to school from Halifax, Huddersfield and surrounding towns.

There are currently 102 children on roll, of these forty-four receive funding for nursery education. A number of children at the school speak English in addition to the language spoken at home. None of the children in the pre-preparatory department are currently identified as having special educational needs.

Staff hold appropriate early years and/or teaching qualifications.

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

How effective is the nursery education?

Huddersfield Grammar School provision is of high quality and children make very good progress towards the Early Learning Goals in all six areas of learning.

The quality of teaching is very good. Staff have a secure knowledge of the foundation stage and provide a well planned and well balanced curriculum across the six areas. Staff provide purposeful and worthwhile activities, for example inviting visitors to the school to make the curriculum more interesting by providing first hand experiences to enhance the programme of learning. The outdoor play space is also planned and used effectively to incorporate a range of stimulating practical learning opportunities, successfully incorporating all areas of learning. Teaching methods are very effective and good questioning techniques are used to make the children think and to extend their learning. A very good balance is maintained between activities the staff lead and direct and those the children initiate for themselves. Children behave well and staff effectively encourage self-discipline and an understanding of right and wrong. Assessments are used effectively to inform planning and successfully build on what the children already know. Staff know the children well and use this knowledge to ensure all children are sufficiently challenged across the six areas.

Leadership and management is very good and the heads of the school and pre-preparatory unit provide good leadership and educational direction. There are very good systems in place to monitor and evaluate practice. There is a clear commitment to the professional development of staff and the continuous development of the educational programme.

Partnership with parents is very good. Parents are provided with good quality well presented information about the setting and the progress their child is making. Parental input is clearly valued and encouraged by staff and makes a positive impact on children's learning.

What is being done well?

- Teaching methods are very effective and provide stimulating practical experiences for children to actively investigate and apply their learning. Staff display children's work to good effect which helps to provide a welcoming and stimulating learning environment. Assessments are used effectively to inform future planning and staff provide activities which are well matched to the needs and abilities of the children.
- Children's personal, social and emotional development is very good. Children are confident and independent learners and concentrate and persevere well on tasks. They behave very well, and show developing care and concern for others, shown when a child shared equipment without being prompted by staff.

- Children are skilful communicators, use language confidently and have a very good vocabulary. Their writing skills are developing well due to a well planned environment where children have many opportunities to engage in activities that promote hand-eye coordination and write for a variety of purposes.
- Children are very good at practical problem solving and are successful at spotting errors, for example finding the missing number on the number washing line. An early understanding of capacity is also encouraged through a well planned environment. A child was observed at the sparkly sand tray seeing if she could fit all the stones into one container, "I'm going to fill it up some more to the top".
- Children use small and large equipment safely with very good control and coordination. A good example of this was observed when a child independently chose a courgette from a selection of vegetables and very carefully and skilfully began to slice through it with a small knife, showing excellent control.
- Children are very inquisitive and use their senses effectively to explore and investigate properties of materials. They purposefully build and construct using their imaginations effectively to develop their own ideas and express their free creativity.

What needs to be improved?

- the quality of information provided for parents on the six areas of learning.

What has improved since the last inspection?

The setting has made good progress in addressing the points for consideration raised at the last inspection.

The last inspection required the school to extend assessments to include all criteria for each area of learning, appoint a teacher within the Pre-preparatory Department to co-ordinate the identification and assessment of children with special educational needs, and to provide parents with more detailed information about the six areas of learning.

Good progress has been made in extending assessments to include all criteria for each area of learning and these show a clear link to the stepping stones within the areas of learning.

The second issue raised at the last inspection was given careful consideration and it was decided that the existing arrangements for identifying and assessing children with special educational needs would remain the same. The school has a Special Educational Needs Coordinator who liaises with the pre-preparatory department head and the staff and having reviewed the current system it has been decided that current arrangements are suitable.

Currently there are no funded three or four year olds identified as having special educational needs.

The information provided for parents about the setting and the progress their child is making is good although there remains limited information contained within the pre-preparatory parents booklet on the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children display high levels of involvement in activities and concentrate well on tasks for extended periods of time. They operate independently within the environment linking up well with others for support when it is needed. They confidently initiate interactions and show a developing awareness of their own needs which they manage effectively. Children behave well and have very good understanding of right and wrong and good levels of self-discipline.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a very good vocabulary, use language effectively and are eager to engage in conversation. They are very effective at recalling and retelling events and do so confidently. Children's early reading and writing skills are developing well. The more able children read a range of familiar and common words and all children confidently attempt writing for a variety of purposes and the more able can successfully write their names with many correctly formed and recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children successfully count and recognise numbers to ten and beyond, this was demonstrated during the frog throwing game where children were competent in identifying numbers at random, and many successfully added on one to a given number. Children's early addition and subtraction skills are developing well and the more able children are successful at spotting errors. They competently use mathematical language to describe position, shape, space and measure during practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children curiously observe features of living things and explore both natural and man made materials. They are inquisitive and ask questions about what is seen and what is happening and observe change well. Children skilfully and purposefully use tools to assemble and join and have very good mouse control and use simple computer programmes independently. They successfully differentiate between past and present events in their own lives and share experiences with enthusiasm.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use both large and small equipment with great skill, coordination and control. They use tools effectively and precisely to effect change to a range of materials and their fine manipulative skills are developing well. Children show very good control using bikes and manoeuvre confidently showing a very good awareness of space and of others around them. Their climbing and balancing skills are good and are developing well.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children work creatively to express their own ideas using a range of techniques and effectively use their senses to explore a range of materials. Children have very good imaginations and use these successfully to express their free creativity and to develop their own ideas. They confidently enter into dialogue about their creations and respond well to questions. Children enjoy exploring sound and dancing to music and a recent activity involved them making their own musical instruments.

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;
- continue to improve the quality of information provided for parents on the six areas of 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.