



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN EY297375**

**DfES Number: 512583**

### **INSPECTION DETAILS**

Inspection Date      11/03/2005  
Inspector Name      Carol Patricia Willett

### **SETTING DETAILS**

Day Care Type  
Setting Name      Yateley Manor Preparatory School  
Setting Address      51 Reading Road  
                            Yateley  
                            Hampshire  
                            GU46 7UQ

### **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

Yateley Manor Preparatory School was founded in 1947. The nursery unit opened in 1982. It operates from a house set in extensive grounds near the centre of Yateley. Wyndhams, the pre-preparatory unit takes children from three to seven years and funded children are organised into two age groups, nursery and reception. The nursery class is located in a separate house with the children using the ground and first floor. The three reception classes are situated in the main building. Children have access to sports and drama halls and the swimming pool. There is a large fully enclosed outdoor area. The nursery has its own enclosed outside play area. The school serves a wide geographical area.

There are currently 502 children from three to thirteen years on roll. There are 173 on roll in the pre-preparatory unit. This includes 58 funded 3 and 4 year-olds. The 3 year-olds attend a variety of sessions a week and most of the 4 year-olds are all full time. The school can support children with special needs and children who speak English as an additional language though none attend at present.

The school opens five days a week during school term times. Sessions are from 08:50 - 15:30. A before and after school care service for pupils operates from 08:15 - 17:30 in reception and 16:30 in the nursery unit.

Ten staff members are employed to work with the children. Seven staff have childcare and teaching qualifications and are experienced in working with children. Two members of staff in the nursery unit are working towards relevant qualifications.

The nursery unit receives support from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Provision at Yateley Manor Preparatory School is acceptable and of good quality. Children are making very good progress towards the Early Learning Goals. There are some issues to address in other areas.

Teaching is generally good. Many staff have good interactive skills using good teaching strategies to develop children's thinking and learning. They use positive language and praise to ensure children behave well. However some staff do not have enough experience to develop children's understanding when they behave inappropriately. Staff plan and provide interesting and worthwhile activities that children enjoy which ensures they make very good progress in all areas.

Assessment records are linked to the stepping stones and are used to inform planning.

Leadership and management is generally good. The management team are committed to improving knowledge and qualifications and all aspects of the school. They address issues highlighted in previous inspections for example to introduce staff appraisals. Subject heads visit all classrooms to reflect on and improve practice. Staff are effectively deployed but there are staffing issues that need addressing in the nursery to develop effective team work.

Partnership with parents is generally good. Parents have positive regard for staff and provision. They feel able to approach the staff. Regular newsletters keep parents informed of topics, role-play themes and letter of the week. This enables parents to send items in to support learning. Parents value opportunities to help in the nursery and gain insight into the children's learning. They offer support and help in reception classes with sewing and reading. They share information on children's progress on a daily basis and at planned formal meetings. Some parents in the nursery feel they do not have enough information on what the children have been doing during the day.

### What is being done well?

- Reception class teachers have good interactive skills and use good teaching strategies to challenge and develop children's learning. They use effective behaviour management strategies using positive language, praise and encouragement.
- Staff plan and provide interesting and worthwhile activities to enable children to make very good progress to the early learning goals. Children have access to a range of extra activities to further develop skills.
- There are supportive relationships developed between school and parents and they come in to share skills, knowledge and cultural festivals.

- Children's work and photographs are attractively displayed in the classrooms to promote children's self esteem and provide a child friendly environment.
- There are good systems in place to monitor the curriculum and reflect on practice using school subject specialists.

#### **What needs to be improved?**

- team work within the nursery to enable all staff to feel valued to ensure an effective learning environment is maintained for the children
- knowledge of the stepping stones to the Early Learning Goals for nursery staff to ensure they can all effectively support children's learning
- systems to share children's time in the nursery on a daily basis with parents.

#### **What has improved since the last inspection?**

At the last inspection the school were required to address three issues; to develop the programme for creativity; including the use of sand, water and playdough; increase the range of activities for children to initiate their own play including role play construction and natural materials; improve development records in the nursery to show progress in all areas.

There has been very good progress in all three areas. Children have daily access to sand, water, construction toys and role play which is topic based. Children are able to freely choose activities from low level shelving for part of the day. This enables children to initiate their own play and develop their imaginations. The nursery use local authority profile assessment records which are clearly linked to the stepping stones and cover all areas. These are backed up by skills assessment sheets, children's work books and displays of children's work. These records are used to plan the next steps for children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and secure. They join in with activities with enthusiasm. Independence skills are fostered as they freely select activities and resources during the day. They put on coats and take themselves to the toilet. They mostly behave well. Some staff use positive language to ensure children's co-operation. Children share and take turns when using resources. They share out the playdough and take turns on the ride on toys outside.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good language skills. They confidently share their thoughts and ideas in small and large groups. They sit and listen well recognising initial chords to songs and respond to stand up sit down notes at music time. They have good phonic awareness and know initial letter sounds with older children using their knowledge to read, write and play sound pairs. Writing skills are developing well. Older children write well formed letters and younger children use emergent writing in role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with numbers up to ten. They count above ten when going upstairs. They match numbers on cars to parking places in outside play. They enjoy reinforcing their skills and independently count objects during play. They are developing a good understanding of simple calculation. Staff use number rhymes to reinforce knowledge. Older children make patterns using good resources. Children have a good knowledge of shape and correctly use comparative and positional language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use the computer to support their learning and show good co-ordination using the mouse. Planning shows children have good opportunities to investigate nature and living things. They make wormaries and ant farms, grow bulbs and vegetables in the garden. They enjoy making models with recycled materials and construction toys taking pride in the results. Children learn about their own and other cultures through interesting topics and from parents sharing their cultural festivals.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children move safely and confidently around the room. They show good co-ordination and control as they manoeuvre ride on toys during outside play. They have good opportunities to develop a range of skills as they attend swimming, music and movement and dance sessions. They show good manipulative skills when using playdough and a range of tools including scissors, sewing needles, pencils and paint brushes. They kick, throw and catch balls and use gardening tools to further develop skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children explore colour and texture through a range of activities and use a variety of painting techniques. They make models using malleable and recycled materials. Older children make up stories writing and drawing from their imaginations. They enjoy dance and music and movement. They really enjoy singing showing their sense of humour as they sing the chicken song. Younger children sing songs from memory with enthusiasm. They tap and shake instruments at music sessions.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- ensure good support and team building is put into place to support staff in the nursery to enable all staff to feel valued and ensure new staff members have a clear understanding of their roles and responsibilities, ensure effective systems are in place to monitor team development
- ensure all staff in the nursery have a good knowledge of the stepping stones to the Early Learning Goals to ensure they can effectively support children's learning
- develop systems to share children's time in the nursery on a daily basis with parents.

*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.*