

Rowan Preparatory School The Brae

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Rowan Preparatory School The Brae was re-registered in 2010 due to a merger with the United Church Schools Trust. It is situated in Claygate, Esher, Surrey. It is part of an independent school for girls aged from two to 11 years. The nursery operates from a purpose built section of the school, but staff and children use other areas of the school site including the hall, library and music room. The setting is open each weekday, during school term time, from 8.45am to 3.15pm, for 33 weeks of the year. Children attend for a variety of sessions. Lunch is provided. The Brae have access to their own outdoor learning area, and at times share access to larger outdoor areas. The nursery is registered on the Early Years Register to care for a maximum of 24 children from two years to three years at any one time. Currently there are 15 children in this age range on roll who attend for a variety of sessions. There are systems in place which support children who have English as an additional language and special educational needs and/or disabilities. The nursery employs five staff, including the manager. Of these, three hold appropriate early years qualifications, and one is working towards it. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy and settled and become active learners in this exceptionally enabling and supportive environment. Overall the individual learning and development and welfare needs of the children are extremely well met. There are a variety of opportunities for reflective practice and evaluation carried out internally that make good use of external input. This is highly effective in terms of driving continuous, ongoing development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the opportunities for parents to contribute to systems to track development.

The effectiveness of leadership and management of the early years provision

The school have robust recruitment procedures in place which include completing suitability checks. Once in post, practitioners go through an induction process, then ongoing appraisal and access to internal and external training and development. This enhances the skills of the staff team, and benefits children. The policy

documentation is clearly written and regularly updated, and staff understand the operational issues of the setting including the procedures to follow in the event of a safeguarding concern. There are regular opportunities for review, which secures staff's knowledge and maintains the focus on children's individual needs. Risk assessments are thorough, and demonstrate how staff maintain a safe environment.

The leadership and management of the setting is extremely strong. The flow of communication works very well both ways between the early years department and the top of the school, and results in all parties having a clear understanding of their roles and responsibilities. There are very high expectations in relation to maintaining quality, and the staff team are enthusiastic and motivated. Evaluation is highly effective in relation to identifying the setting's main strengths and areas for extending further. The views of parents and children are proactively sought in this process, in addition to external views. This is particularly successful in relation to reviewing observation, assessment and planning to build on next steps. Parents and children routinely view their learning journey files. Some add to these records on an ongoing basis, which practitioners value and encourage. The engagement with parents and carers is excellent. There are many opportunities for parents and key workers to liaise and share information to support children. For example, parents receive daily written feedback in addition to discussion, and there are regular parent consultations which focus on individual learning and welfare. Parents are invited to meetings to learn about the delivery of the Early Years Foundation Stage to promote supporting learning at home and at the setting together, in partnership. Parental feedback is extremely positive.

Children are very well supported through periods of transition. Very strong partnerships exist which result in practitioners visiting other settings children attend. Parents are invited to join a weekly toddler group prior to their children starting in the nursery which gives them an opportunity to familiarise themselves with the environment and some of the staff. Once on roll, children build confidence as they use other areas of the school. They are greeted warmly by older children and staff and the exceptionally warm and caring ethos present in all areas is immediately evident. The deployment of resources both inside and out is exceptional. The room is stimulating, accessible and appealing. Each area of learning is promoted and children are able to free flow between the indoor and outdoor environment as they wish, which supports independent learning. Attentive staff move with the children. They encourage the children to think and work things out through thoughtful questioning, and help children to learn through play and hands on experiences. The diverse world is very well reflected in terms of pictures, displays, resources and activities, and are non stereotypical. Adult-led activities are very well planned and delivered, and are pitched effectively to hold the children's attention. Children have many opportunities to take an active roll in learning through play.

The quality and standards of the early years provision and outcomes for children

Children are happy and meaningfully engaged in learning. They feel valued and welcomed by the attentive and caring practitioners, and quickly gain confidence. Their routine is familiar but includes lots of variety. For example, alongside the excellent opportunities for free choice, children enthusiastically take part in group times where they stand in front of their friends and talk about items they have brought in from home linked to the theme of 'Bears'. They interact warmly with a puppet used to make circle time exciting and imaginative. Children take their turn as 'helper' with enthusiasm and pride. They relish the responsibility as they ring bells to indicate activities are coming to an end, and lead the children out to the hall. Individual welfare needs are met. Children learn to recognise their own needs and drink when thirsty, and a mid session snack ensures they are fuelled and maintain their energy. Lunch time is sociable and children sit with the staff to eat and discuss their day. The excellent role modelling supports children to eat well. Individual needs are always accounted for, and children's independence skills encouraged as they select their plates and cutlery and serve themselves with support. Those staying all day have a restful period after lunch, and those needing a sleep do so in comfort.

Children become familiar with other areas of the school, using facilities such as the main playground, hall, library and music room. They particularly enjoy the planned music and movement session in the hall. They sing and dance and move in time with the music as the action songs direct. Then there is the opportunity for children to move more freely as they use soft play equipment. Practitioners step in to extend learning as children do this, talking about colours and matching, and helping children to work out how they could build a house or a slide when they indicate they want to but don't know how. This extends their thinking and learning. There are exceptional opportunities to promote healthy lifestyles. Children are developing their skills and coordination as they dance with ribbons. They really enjoy being out in the fresh air, and being active. Children take part in growing activities which helps them learn about the natural world, and there are many opportunities to talk and think about healthy eating and link this to how their bodies work.

Children behave very well. The staff are very positive and consistent and children understand the expectations and their 'golden rules'. They are keen to help each other when they see a peer finding a task challenging, for example, as they change their shoes, and they build exceptionally warm relationships. Children demonstrate they feel safe because they are hugely confident and absorbed in what goes on around them. Staff enable this, for example, they introduce visitors so that children know who an unknown adult is and reinforce that it is fine for the person to be there today. Children learn about safety; they routinely practise evacuation so know what to do in an emergency and their ongoing opportunities to become more independent result in them learning how to use tools with care, for example, when they prepare some of the fruit at snack time. There are extensive opportunities to think and see and talk about numbers and sounds and labelling. Children recognise their written name and there are many opportunities to mark

make as they practise early writing skills. Two-year-olds build on the skills they need in preparation for school life. They are motivated and quickly become active learners. Children thrive here.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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