

Durlston Court School Pre-prep

Inspection report for early years provision

Unique Reference Number	EY291207
Inspection date	19 June 2008
Inspector	Lorraine Sparey
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Type of inspection	Nursery Education

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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Durlston Court Pre-Preparatory School opened in 1968 as an independent school for boys and girls aged two to seven years. Most children will move on to the main school until the age of 13. The school is set in large grounds in a mainly rural area. The kindergarten and pre-preparatory classes share recently extended premises, with classrooms, office, kitchen and toilet facilities and secure outside play areas. The early years department also has the use of main school facilities.

The school provides nursery education on weekdays from 08:30 to 15:15 during term time. There are currently 58 children on roll in the kindergarten and reception classes, including 57 in receipt of nursery funding. The school supports children with learning difficulties and/or disabilities. Children travel from Bournemouth, Lymington and New Milton as well as from village communities within the New Forest. A school minibus service is available.

A team of thirteen members of staff work with the children, eight of them with relevant early years qualifications. The school receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is outstanding.

The quality of teaching and learning is outstanding. Staff have a secure knowledge of the Foundation Stage curriculum. They plan an effective curriculum that ensures that all children are making rapid progress in their development and learning. For example, children design and make their own boats from recycled materials. They visit the local stream and sail their boats to test whether they float or sink. All staff clearly know the children very well and plan rich and diverse learning opportunities accordingly to meet their individual needs. Staff are highly skilled and provide effective challenges for each child. All staff are involved in completing detailed observations which are used by the class teachers to plan the next steps in the children's learning. Children with additional needs are extremely well supported. The high ratios of staff ensure that children's learning opportunities are maximised. Children have individual support which ensures they are making good progress. Staff provide a rich and vibrant learning environment where children can develop their own ideas in addition to the structured adult led learning opportunities.

Children are highly motivated and keen to participate in all activities and learning opportunities. They are confident to initiate their own play and learning opportunities. A three-year-old invites an adult to join them at the computer. They explain and demonstrate how to use the mouse to drag parts of the snowman to make up the picture. Children enthusiastically participate in activities throughout the classrooms. Kindergarten children enjoy acting out Cinderella. Children making up the audience are enthralled as their peers retell the story. Staff extend children's language explaining new words such as actor, audience and ball. Children in the reception classes enjoy writing about how their boats sailed on the water. They evaluate how successful their boat was in sailing the course. Children enjoy listening to well read stories. They confidently join in with familiar parts of the story and talk about familiar objects. For example, a child sees a bee on the page and talks about when they were stung by a bee. This leads to conversations about other insects such as greenfly. Another child tells the teacher 'Greenfly are eating my roses'. Children enjoyed an author coming to visit the school. They listen to the story and have opportunities to watch the author illustrate their ideas.

Children enjoy making boats or mini beasts from clay. They design their own ideas and use reference books to reinforce their learning. A child excitedly tells an adult 'My spider has 17 legs, I know real spiders have eight'. Children have excellent opportunities to develop their imagination in the well resourced role-play areas within the school. Each classroom has a different role play area which the children can choose from. For example, a veterinary surgery, a travel agent and a hospital. Children are totally absorbed in their play in the areas. A child correctly uses the pretend blood pressure monitor to test the animal's blood pressure. Children enjoy bandaging each other and their teachers whilst playing in the hospital.

Children confidently count in everyday play and in specific lessons. Younger children count the number of sunflower seeds in the story. Older children enjoy solving simple number problems. During the free play session a five-year-old makes the book for her brother, they write lots of sums. Children have lots of opportunities to explore, investigate using various materials. They are learning about the natural world through planting and growing flowers and vegetables. During a recent theme children observed and recorded the weather. They made flags and measured how the wind blew.

Helping children make a positive contribution

The provision is outstanding.

Children are exceptionally well-behaved given the age and stage of development. They are extremely polite and well mannered. Children automatically show consideration to their peers. Children have good opportunities to learn about their community and the wider world. They learn about other cultures as they celebrate various festivals such as Diwali and Chinese New Year during the year. All classes participate in a praise assembly on a weekly basis where children have an opportunity to celebrate their achievements. Children's spiritual, moral, social and cultural development is fostered. Children confidently talk about their families and events that are significant to them. Several children draw portraits of themselves to put on a card for a child that is leaving the school to move abroad. Staff encourage the children to think about how you can travel to other countries. Children confidently talk about going on an jet aeroplane, boat and train.

Partnership with parents and carers is outstanding. Parents receive comprehensive and detailed information about the Foundation Stage curriculum and the school's policies and procedures. Parents have termly reports and regular meetings to discuss their child's progress. All parents report that their children are very happy and making excellent progress in their development and learning. Parents state that they feel involved and included in their child's learning. Parents were looking forward to the school's sports day where they can actively join in. Parents value the staff and state that they are very approachable and supportive.

Organisation

The organisation is outstanding.

The leadership and management are outstanding. The head of pre-prep is responsible for delivering and monitoring nursery education. They are enthusiastic and have high expectations for staff and the children. This ensures all children receive high quality education. Successful procedures are in place to monitor the provision which include weekly meetings with all the staff. The school receives visits from the local authority providing opportunities for the staff to critically evaluate their provision. Staff are extremely committed and work exceptionally well together in promoting children's enthusiasm to learn. Staff are well supported in their roles. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the setting received a recommendation to increase the use of opportunities arising in the daily routines for children to use simple calculation and solve practical problems. The setting has addressed the issues and children have regular opportunities to solve practical problems and use simple calculation.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order 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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

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