

## Glenesk School

Inspection report for early years provision

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**Type of inspection** Nursery Education

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## **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 provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

### **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

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## **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?**

Glenesk school is an independent co-educational pre-preparatory school accepting children from two to seven years. The school was established in 1925 and was made

the subject of a charitable trust in 1977. Glenesk school became part of the Cognita group in 2005. It operates from two converted houses in East Horsley in Surrey.

The school is open each week day from 08:00 - 15:30 during term time. After school activities are available for children in Kindergarten and Reception from Monday to Thursday. All children share access to secure enclosed outdoor areas, covered by external CCTV. There is a live in, on site caretaker.

There are currently 161 children in total on the school roll. Of these 73 receive funding for Nursery education. Children attend from a wide geographical area. The school currently supports children with learning/physical difficulties and those who speak English as an additional language.

The school employs 28 members of staff, some of whom are part time; this includes specialist subject teachers, all of whom are qualified and/or experienced in their field of expertise. There are 23 staff members who currently work within the classes that support children who receive the nursery education grant.

## **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. The school provide a curriculum that is well matched to the pupils' needs. Planning is a team effort and is very effective as it is divided into the six areas of learning, with all staff aware of their roles and responsibilities. Positive attitudes to learning are established in the Nursery and Kindergarten classes and developed successfully as pupils move into the Reception classes. Staff work hard to give pupils the opportunity to achieve their best and strong relationships between staff, pupils and their families are a significant feature of the school. Staff know their individual children well and plan activities according to their needs. They are motivated, stay focussed on children and their calm relaxed manner permeates to the children. As a result children are making excellent progress through the early learning goals. The activities presented to the children offer challenge and are organised to extend children's learning and imaginations. Children are able to move from one activity to another, selecting resources for themselves. Staff are skilled in knowing when and when not to intervene in children's play in order to extend learning. Staff undertake meaningful written observations on children's learning and these identify their progress. The observations are used to inform planning of how to move children to their next step of development. Staff work well as a team and there is a family atmosphere within the school.

Children enter their classes full of confidence and part from their parents/carers easily. They are eager to learn and show high self-esteem and confidence within

their classes. Children are well behaved, occupied and have a sense of belonging as they hang their coats and bags on pegs showing their photo and name. Children's self-care skills are encouraged with class helpers selected each day and older children serving themselves their lunch. Children select items of interest for themselves from resources kept at child height and they are confident to speak out in group situations. In Reception classes children have a focussed activity to explore and they are then given the freedom to extend their learning further, with the help of organised boxes set up in the classrooms, with different colour trims showing one colour for numeracy items, another for mathematical items and another for general items. This enables children to explore ideas and interests in depth. Children learn social skills whilst they are at the school and children link up together during activities. For example, two children sit in a rocket made earlier from recycled materials and pretend they are astronauts. They inform those around them they are going to Jupiter and confirm this is in Space. The children are totally absorbed in the game and enjoy this time playing together.

Children are making excellent progress with their reading and writing. They concentrate on stories read by adults and join in with familiar phrases of the story. Many of the older children can read small books, write in sentences and correct sentences that have errors. In the nursery class children are free to mark make and re-enact stories in imaginative ways, with props left around the class to engage them in this activity. This was demonstrated recently using the story of the Bear Hunt; photos show children using props found in their classroom to re-enact the story in the outside area. Children's language skills are extended by staff who interact with children, asking open questions to make them think.

Children are making excellent progress in their mathematical development and are becoming aware of mathematical language in their play. For example, they are able to discuss ordinal positions whilst taking part in a boat race, stating which one was first, second and third. Children's work shows they can confidently count to nine and many children can count beyond that number. Reception children explore numbers up to 100 and are learning to count in groups of five and ten. Children explore shapes and by the time they reach the Reception class they are learning about cubes, cones and cylinders. Children learn about volume from a young age whilst playing in the sand tray using cardboard tubes as funnels to pour sand into the various sized plastic bottles. They talk together about the hole in the tube being too big for the smaller bottles and search for a smaller tube to solve their problem.

Children's physical development is encouraged and all children have the opportunity to play in an outdoor area, where staff plan activities to extend their learning. Children thrive in the fresh air and participate enthusiastically in games, planting of seeds, water and sand play and using outdoor equipment such as climbing frames and slides. They have regular drama and dance lessons where they learn to appreciate poetry, exercise, tongue twisters, re-enactment, stage direction, awareness of space and improved diction. All classes give children the opportunity to use their fine motor skills with free access to pens, pencils, rollers, cutters, scissors and glue sticks to enhance their learning. Children use play dough, papier-mâché and recycled materials to make models from their imaginations and many of these are

displayed in their classrooms, showing the teachers value their work. Children have opportunities to learn about healthy eating and to develop bodily awareness during regular swimming and physical development classes.

Children explore the world they live in through various activities that excite and stimulate them. For example, children in the Nursery class learn about the life cycle of a butterfly. This captures their imaginations as they read the story of the Hungry caterpillar, whilst nurturing caterpillars who are released into the wild when they become butterflies. All children take part in making models using construction items, including recycled materials. Work displayed in the library shows children have learnt about the rainforest and have made a large picture of the animals that can be found there. On the shelves below the display there are models of the animals in the picture, all made by the children, in clay decorated with paints and other items to make them look realistic. Children have access to a number of programmable toys and computers and their skills on Information and Communication Technologies (ICT) equipment is developing well; they show competence in using the mouse and following simple programmes. The curriculum is enriched through the skilful planning of activities, as well as educational trips and visitors coming into the school.

Children's creative skills are provided for well with lots of art and craft materials available for children to use, as well as planned activities where they make and design things. An impressive rocket and a model of the box type rocket in the story 'Whatever next' are being used by children from the Kindergarten classes. Children have regular use of musical instruments and they use these to tap out beats, listen to rhythms and explore loud and soft sounds. Children in the Reception class are doing a project on Treasure Island and they have stained the maps they made with tea bags to give them an 'old parchment' look.

### **Helping children make a positive contribution**

The provision is outstanding.

The partnership with parents and carers is outstanding. Warm and friendly relationships have been established between staff and the parents, who speak highly of the management and staff. Effective communication by newsletters, formal and informal chats, a prospectus and a parent handbook ensures parents are kept well informed. Prior to children receiving nursery education funding parents are invited to a talk about the Foundation stage of learning, with staff on hand to answer any questions they may have. Parents of the Nursery children are kept well informed as they receive topic sheets encouraging them to bring in things of interest from home. Twice a year parents are invited for a parents' evening where they chat to the teachers about their children's progress. A formal report is produced at this time.

Provision for the children's spiritual, moral, social and cultural development is fostered. The school community is viewed as a family, with all members showing a mutual respect and consideration of others. Pupils and parents are warmly welcomed as they arrive at school. Children are given opportunities through a breadth of activities to wonder at the world around them. Children have raised butterflies, are

growing plants from seed and are exploring the animals of the rainforest. Children gain a strong feeling of self worth through the interactions in class and the excellent presentation of their work. Children know how to behave and respond well to consistent boundaries implemented in the school, like not running in the class and using good manners.

## **Organisation**

The organisation is outstanding.

Leadership and management is outstanding. There is a strong commitment to the professional development of staff, who are valued for their contribution. Staff work well as a team and feel supported by the headteacher; they are fully aware of their role and responsibilities. For example, time is allowed for staff to attend planning meetings and all staff are encouraged to put forward ideas for activities. The curriculum planning is overseen by a Foundation stage co-ordinator, who is committed to the learning and development of the children in the school. Children are well supported within the structure of the adult/child ratio and staff know the children well and are proud of their achievements. Parents find the headteacher approachable and have every confidence in the school's ability to ensure their children receive a quality education. Staff and management seek advice from outside agencies with regard to staff development and meeting children's individual needs. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection there were no significant weaknesses to report, but the school were asked to consider developing Foundation Stage profiles to include possible next steps of the children's development and learning. Since then good progress has been made and the children's next step of development is indicated in children's observation notes. These are then used to plan future activities.

## **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.

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 2473) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

