

Brandeston Hall

Inspection report for early years provision

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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?

Brandeston Hall is the junior section of Framlingham College. It opened in 1949. The pre-preparatory department was added in 1990, and Foundation House in 2002. The

Nursery operates from Foundation House, and the reception class from the main building. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 08:45 to 11:45 and 13:00 to 16:00. The nursery and reception class have access to secure outdoor play areas.

There are currently 29 children aged from three to five years of age on roll. Of these, 22 children receive funding for early education. The setting would willingly support children who have learning difficulties and/or disabilities or who have English as an additional language.

The setting employs two part-time and three full time staff. All staff hold an appropriate early years qualification.

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. Children clearly relish their time at the setting as they access the superb range of exciting and stimulating activities and resources provided. Staff work extremely well together to create a nurturing and child-friendly environment based on their clear knowledge of child development. Activities are very well-planned based on children's interests and, consequently, children are well-motivated and interested to learn. Ongoing assessment and monitoring of children's progress enables staff to ensure activities encourage excellent progress towards the early learning goals.

Children benefit as staff plan a successful balance of child-initiated and adult-led activities. This allows children to learn at their own pace whilst providing valuable opportunities for staff to work with children, supporting and extending their thinking. Staff use effective teaching methods such as grouping and questioning to ensure children remain focused and to provide an excellent level of challenge. For example, during story time staff expertly question children, encouraging them to make connections to their own experiences and consider what may happen next in the story.

Staff demonstrate an exceptional understanding of the Foundation Stage and how children learn and progress through the stepping stones. They use their knowledge very effectively to ensure all areas of learning are covered equally and that all children are able to access them. All staff play an active role in planning and make extremely good use of available space and resources. Every area of the setting is planned for, including the outside areas, providing children with a very broad range of exciting learning opportunities. Children within the reception class also benefit from valuable opportunities to participate in additional activities such as French, music and swimming lessons, provided by appropriately qualified teachers.

Children have excellent opportunities for development of language and communication skills as they access a very broad range of exciting resources and activities. They interact and talk to one another as they play in the home corner equipment and with dressing-up clothes. Staff regularly rotate resources and plan a wide range of role-play opportunities such as a baby clinic or veterinary surgery, encouraging children to use language during imaginative play. Staff carefully plan an extensive range of activities involving mark-making and writing skills. For instance, children play happily in the role-play office area, talking on the telephone and making notes with the pens, pencils and stamps provided.

Daily routines are used effectively to further children's maths understanding. Children willingly count and practise number recognition at snack time, working together to support each other. A fantastic range of maths resources such as scales, weighing equipment, maths games and measuring equipment are available and these are appropriately stored to allow children to access them independently. Staff carefully consider how to ensure all children are motivated to learn and are making very good progress in maths development. For example, children create their own colourful maths games involving number, using toys and resources that are of interest to them. Children also have daily access to information and communication technology resources including computers and calculators, helping to support their learning.

Staff plan and provide an exceptional range of opportunities for increasing knowledge and understanding of the world. Children enthusiastically explore the superb outside area, using all their senses as appropriate. They participate eagerly in planned activities to investigate a variety of natural materials, identifying and discussing their properties. Staff actively encourage children to ask questions about why things happen and how things work, and to carry out investigations to answer them. For example, children predict which simple shapes roll easily downhill and then investigate using familiar resources and record their results.

Creativity and imagination are encouraged at the setting and children are independently able to access a very broad range of craft resources. They are able to use a range of tools such as scissors with increasing control and thoroughly enjoy participating in interesting painting and drawing activities. Children also enjoy using their imagination when joining in with music and singing sessions. They play with a wide selection of musical instruments and listen to a range of different music.

Helping children make a positive contribution

The provision is outstanding.

Staff work extremely well together to create a safe and stimulating environment in which children thrive. Clear and comprehensive information about each child's needs are shared with staff through their personal details forms and staff use this to inform their excellent practice and ensure that they provide children with an individual approach. Children develop excellent self-esteem as they are listened to attentively and staff demonstrate that their responses are highly valued. Photographs of the

children at play and colourful displays of their work help children to develop a strong sense of belonging. Children are consistently encouraged to be independent at the setting as staff allow them ample time to complete tasks such as putting on their coats and shoes before going out to play.

Children's behaviour is exemplary as the staff act as very positive role models and are consistently polite, respectful and attentive to children and other adults. The learning environment is calm and productive and children are able to confidently state the setting rules and understand why these are important. Staff encourage children to take responsibility for themselves, providing plenty of time for children to help tidy away toys when they have finished playing with them.

Children with learning difficulties and/or disabilities are exceptionally well supported as several staff members have undertaken relevant training and have substantial knowledge of meeting a wide range of needs. Children have excellent opportunities to learn about diversity and a range of countries and cultures as they enthusiastically celebrate festivals including Chinese New Year and Easter. Colourful displays are representative of diversity and are used effectively to stimulate thought and discussion. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents and carers are fully included at the setting and are encouraged to become involved with their children's learning. Daily discussions ensure that significant events are shared and all written parental permissions are in place to enable staff to care for children in line with parents' wishes. Parents and carers receive excellent quality information on the educational programme at the setting through frequent newsletters, clear displays of weekly plans and regular parents' evenings. They have access to policies and procedures to ensure they are kept fully aware of childcare practices and any issues raised are quickly addressed by staff. Informative parents evenings are held every term to share children's progress.

Organisation

The organisation is outstanding.

The nursery is extremely welcoming and very effectively organised to support children's care, learning and play. Robust and effective recruitment and induction procedures help to ensure children are very well protected and cared for by knowledgeable and experienced staff. Clear and comprehensive policies and procedures are in place to support the outstanding practice at the setting. Written parental permission forms help to ensure that children are consistently cared for in line with parents' wishes. Staff demonstrate a thorough knowledge of the comprehensive policies and procedures and implement these extremely effectively. Overall, children's needs are met.

The leadership and management is outstanding. The manager and staff work extremely well together to form a strong, dynamic team with a clear vision for the setting. Children benefit as all staff are enthusiastic, motivated and forward thinking.

Regular monitoring of curriculum delivery helps to ensure that the quality of nursery education remains consistently high. Staff feel valued and supported and take a proactive approach to their own professional development, in order to improve their already superb practice. All staff are involved in identifying strengths and areas for improvement and are fully committed to promoting an inclusive environment in which every child can flourish.

Improvements since the last inspection

At the last inspection it was recommended that staff ensure that systems are in place to monitor more able children to ensure they are sufficiently challenged and provide opportunities for children to participate in maths activities in the outside area. These areas have now been addressed, helping to ensure children make excellent progress at the setting.

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:
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