

# Godolphin Prep School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY358173
<b>Inspection date</b>	05 June 2008
<b>Inspector</b>	Susan Mann
<b>Setting Address</b>	Godolphin Preparatory School, Laverstock Road, SALISBURY, SP1 2RB
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<b>Registered person</b>	Godolphin Prep School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Godolphin Prep School is situated close to the centre of the city of Salisbury in Wiltshire. It is a girls independent school which caters for pupils from two and a half years to 11 years of age. The school started in 1993 and the nursery was formed in 1999 and registered in 2007.

At present, there are 36 pupils on roll aged under eight years. Of these, 13 children receive nursery education funding. The school supports children with learning difficulties and/or disabilities, and children who have English as an additional language. They have a qualified special needs coordinator. Opening hours are from 08:10 to 17.40. There are three members of staff working with the reception and nursery children. All are suitably qualified, one being a qualified teacher, another has a diploma in nursery nursing and the third holds a level 3 qualification. The group receives advice and support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health is promoted well at the school. Routines and procedures are effective to maintain their well-being. For example, children know to wash their hands when needed to prevent the spread of germs. Robust systems are in place for recording any accidents or injuries that might occur, and medication procedures are thorough and in line with requirements. In the after school provision, children have opportunities to relax or play quietly if they wish, which helps them to unwind after their day at school.

Parents are not requested to provide their written consent for the seeking of medical advice or treatment in an emergency. There is a fully qualified school nurse on site at all times that children are present. However, if children require treatment at hospital, the lack of written parental consent could delay this being administered.

Children enjoy nutritious food and drink. Snacks are healthy choices of fruit along with drinks of milk or water. They benefit from healthy cooked meals at lunchtime and menus are displayed for parents to know what children are eating each day. Children demonstrate strong relationships with one another as they sit together to eat and they obviously enjoy one another's company. After school, children may have sandwiches if they wish. Drinking water is freely available throughout the day.

Children have a wide range of exciting opportunities to improve their level of physical fitness and coordination. All children enjoy weekly swimming lessons with a trained instructor in the school swimming pool. Staff ensure children's safety very well through maintaining a high adult to child ratio and by having qualified lifeguards dedicated to overseeing these sessions. Children have great fun as they learn to swim across the pool. Children also enjoy weekly ballet lessons and children who stay after school enjoy regular yoga lessons.

Children in the nursery and reception classes enjoy frequent use of the excellent outdoor area. Here, they demonstrate good balancing skills as they walk across beams and balance on stepping stones which are their 'islands'. They play with a very wide range of resources that promote learning in all areas of the curriculum.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children thrive in the superb environment. Staff are exceptionally welcoming as they greet each child and parent by name. This creates a very warm and caring atmosphere. The classrooms are extremely well organised to provide an excellent learning environment. Displays of children's work adorn the walls. This provides a colourful environment where children know that their efforts are valued. The nursery and reception classes form a part of the whole school. Children benefit significantly from the exceptional grounds and facilities available for their use.

All children access an abundance of high quality resources and toys that supports their play and learning very well. These are wholly suited to the requirements of the children who use them. These resources are very well maintained and presented in low level storage. This means that they are inviting to use and children are able to make choices for themselves which fosters the development of their independence.

Children are safe because staff implement highly effective procedures. Arrival and departure times of children are supervised well to ensure there is proper supervision at all times. Staff working with children both during the day and after school are dedicated to their safety and well-being. Emergency evacuation procedures are planned well and children have regular opportunities to practise these. This means that children are familiar with the process and would be able to leave the premises quickly in the event of a real emergency.

Children are protected from harm or neglect because the school has comprehensive systems in place to safeguard their well-being. There is an excellent system in place to recognise, record and report concerns and staff are well trained in child protection. A robust policy statement underpins this element of the provision.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are exceptionally happy and settled at the school. They demonstrate superb relationships with one another as they play. All children display very high levels of confidence. They are encouraged in this throughout each day because they are encouraged to develop their independence. For example, children readily select and tidy away activities, they put on an apron prior to engaging in painting and they take it in turns to pour drinks for snack time.

Children who stay after school enjoy an extremely happy and well organised provision. Staff ensure children are able to relax and unwind after their school day. Children are completely content as they play and talk with one another. The older children enjoy sitting on the floor in their room using construction resources, whilst the group of younger children become wholly engaged playing imaginatively. They create a 'party', making biscuits from dough and singing 'Happy Birthday' as they share out a wooden cake. Throughout this time, all children participate fully in the role play, demonstrating exemplary cooperation with one another.

### **Nursery Education**

The quality of nursery education is outstanding. Children in receipt of funded nursery education are making exceptional progress towards the early learning goals. They enjoy a dynamic curriculum that completely covers all areas of learning. Staff are extremely skilled and knowledgeable about how young children learn. They employ highly effective systems of assessing children's learning so that each child makes rapid progress at their own pace. Children's progress is fully monitored and their next steps of learning are accurately identified so that these individual needs and interests can be incorporated in future planning of the curriculum.

Children are eager to learn. They enjoy an excellent mixture of child initiated play and adult led learning that provides challenging activities which they relish. For example, a three year old child selects a pencil and piece of paper from the mark making area. She sits at a table and draws a square shape, showing her teacher before she goes on to draw a range of other shapes. In a group session, older children are wholly engaged as they play a number game. They correctly identify the next number of a sequence, they identify which numbers are missing and demonstrate an excellent level of mathematical understanding. Younger children are engrossed as they sing 'Eight Currant Buns in a Bakers Shop'. The member of staff creates an exciting learning experience, using a purse and pennies for children to role play their 'buying' as they count and calculate during the number rhyme.

Children are wholly engaged in their learning. They listen intently to stories and are accomplished in expressing their thoughts and ideas. When thinking about how they could reach an island, children make a wide range of appropriate suggestions, many of which are based on their experiences gained on a recent ferry outing to a local island. Staff give exemplary direction prior to beginning an activity so that children have a clear understanding of the objectives of the task and this enables them to be confident in what they are doing. Older children type commands into the programmable bumble bee to cross the correct number of spaces on an island map. Children are able to pinpoint the place on the map using simple coordinates.

Children have superb opportunities to develop their creative skills each day. For example, a group of younger children in the nursery class have great fun kneeling on the floor sponge painting onto a cotton sheet. They explore the texture of the paint and the patterns made by the sponge on the fabric. Children enjoy using pens and pencils, and they are able to write recognisable letters to label their work and write sentences for wall displays. Children are animated and keen to learn in this cheerful and purposeful environment.

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

The provision is outstanding.

Children gain substantial benefit because they participate with other sections of the main school. Children are given responsibilities such as taking the register to the school office, or taking it in turns to help at snack time. They meet children from other parts of the school at lunchtime, and older children come into their classrooms before and after school to provide additional support and company. They also join in school celebration assemblies where achievements are celebrated throughout the school. This provides excellent opportunities for children to benefit from the role modelling of older pupils and also helps develop their sense of community within the school.

Children are valued and respected as individuals. Staff take a great deal of time to get to know each child and their parents so that each child's needs can be fully met. Children who have learning difficulties and/or disabilities are given highly skilled support that is wholly appropriate to their needs. Practice is wholly inclusive. Children learn about our diverse society in many ways. They especially benefit from learning about the cultures of children who attend because these experiences are relevant to their understanding. Children manage their behaviour extremely well. They follow simple class rules and exhibit great respect and consideration to one another. They are encouraged to resolve disagreements between themselves. This is overseen by staff to ensure that the process is fair. Staff are superb role models for children to follow because they are exceptionally kind and show each child great respect. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from a completely consistent approach between home and school because the relationship between the school and their parents is superb. Parents are able to talk to staff each day and they express extreme satisfaction with the services offered by the school. They receive a wealth of highly relevant information about school life through newsletters, meetings and notice boards. Staff actively seek the opinions of parents through questionnaires and regular dialogue so that pertinent issues can be raised and these are fully addressed. Parents may contribute to the running of the school through joining the parents committee, or help with fundraising and social events through being a member of the parent and teacher association.

Partnership with parents is outstanding. Parents are wholly involved in their child's education. Staff take time to explain the Foundation Stage to parents and keep them regularly updated

with a termly overview of the curriculum and weekly updates. Parents and teachers share information on their child's well-being and progress through individual diaries, known as their 'Yellow Book'. These are used to detail which books a child has taken home to enjoy, as well as to make general comment and share information. Parents and staff also meet at parent meetings to discuss the child's progress and parents receive termly reports. Parents are actively encouraged to participate in their child's learning. As well as sharing books at home, staff provide ideas of how parents can extend children's learning at home to help them progress in an identified area of learning.

### **Organisation**

The organisation is good.

Children enjoy a high level of care because the school has robust systems in place. The provision is underpinned by a wide range of policies that are reviewed regularly and are relevant to the needs of the children in nursery and reception classes, as well as those who stay after school. Documentation is in line with requirements, although parents have not been asked to provide their consent for emergency treatment. Procedures for selecting and supporting staff are strong which ensures that adults working with children are suitably vetted and well trained. Ongoing staff development is an important aspect of the school to ensure that children continue to receive a high standard of care.

Leadership and management for the provision of nursery education are outstanding. Children benefit from teaching of an exceptionally high standard because the headteacher of the school collaborates effectively with the teachers of reception and nursery classes to monitor the provision. Staff are focussed on what they want children to achieve. Practice is constantly evaluated and new initiatives are planned and implemented to enhance children's experiences further. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any 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 CARE AND NURSERY EDUCATION**

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ask parents to provide their written permission at time of placement for the seeking of any necessary emergency medical advice or treatment.

### **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](http://www.ofsted.gov.uk)