

Sheffield High School – Junior Department

Inspection report for early years' provision

Unique Reference Number EY245540
Inspection Date 09/07/2008
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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?

Sheffield High School was founded in 1878 and is a member of the Girls' Day School Trust. The school is located in the Broomhill area of Sheffield and serves children and families from a wide geographical area. The school provides places for girls aged four years to 18 years. The four-year-old children are accommodated

in two reception classes. There are currently 260 on roll in the Junior School, of these five children are in receipt of nursery education funding. The school is open from 08.30 to 15.30.

Additionally, the school offers a breakfast club and an after school facility. Five staff work with the four year olds. Of these, three are qualified teachers and two have a relevant early years' qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is outstanding.

Staff's excellent understanding of the Foundation Stage enables them to plan challenging and stimulating activities for children. Staff have an in-depth knowledge of the children's starting points, because they discuss them with parents when children start. They use Foundation Stage profiles to record children's progress. Children make outstanding progress in all areas of their development because staff have an extremely good understanding of how children learn. Planning, observation and assessment is extensive and children's next steps are clearly identified and worked towards. Staff give children extremely good opportunities to contribute to their learning. Children and staff discuss the planned activities with each other and children excitedly give their own ideas which they write on the white board. Children love to talk about their suggestions they have made and staff enable them to do this by regularly revisiting their ideas. For example, staff ask, 'What ideas did we have?' and welcome new ideas that children put forward.

There are very good opportunities for children to investigate and explore how things work. For example, they learn to programme the 'Beebot' correctly and can explain how to make ice. Children are interested in living things and give great thought and detail into understanding how the body works. They are interested in animals and their differences. For example, children drew birds and labelled the parts of its body in their own words. Children are very competent at designing their own models and use a variety of resources to enhance their skills and imagination. They design their own models, such as African masks using tie dyed material and a scarecrow using straw and newspaper. Children discuss with each other and staff how they are going to make their models and are able to articulate their ideas and confidently put them into practice. Children expertly use the computer and a keyboard without adult help, for example, they make a graph and organise sad faces and smiley faces in separate columns. They enjoy talking about their families and important experiences, such as holidays and what they did at the weekend.

Children's maths skills are excellent and they use mathematical language very well. They investigate concepts of weight and volume when playing with sand, water and when baking. Children are learning extremely well about simple calculations and are developing increasing skills in addition and subtraction. Children's counting and recognition of written numbers is very secure. Many children recognise numbers up to 10 and above. They are introduced to various

symmetrical shapes, and different patterns. They have a very good understanding of bigger and smaller, full and empty and are able to find the odd one out.

Children's reading and writing skills are exceptional. They know the names and sounds of letters and expertly record words and sentences in a variety of ways, such as writing independently about their weekend and labelling their pictures. Many children are using punctuation, such as full stops at the end of their sentences. When they use the computer children are able to write a description of what they have drawn. For example, they describe their butterfly picture by writing 'my butt a fligh is spottee'. Children enjoy story books and read from left to right. Most are able to read simple books unaided and with support. Children can express what they are thinking as they play and can suggest different ways of completing tasks.

Children are interested, motivated to learn and are gaining very good self-care skills, such as dressing themselves and managing their own personal needs. They engage in activities with enthusiasm and they show high levels of independence, concentration and imagination. Children are very confident and have good self esteem because staff give them time to develop and settle. Children's creative development is supported very well. Children enjoy acting out stories, such as the enormous turnip. They are confident in gaining control of their bodies in a variety of ways, such as music and dance.

Helping children make a positive contribution

The provision is outstanding.

The partnership with parents is outstanding. Parents are well informed about the Foundation Stage. They are actively encouraged to be fully involved in their children's learning from the beginning of the placement. Clear information from parents regarding what their children can do is detailed and well documented in the children's profiles. The information collected is based on the early learning goals. Staff combine information from parents with their own observations to ensure children's starting points are accurate in order to enable children to meet their full potential. Excellent relationships are established with parents, who are very well informed about their own child's achievements within the six areas of learning and their next steps. The positive links between home and school compliment children's learning, such as exploring phonics, simple homework tasks and parents' evenings. Children's families share their own knowledge and skills with the school. For example, parents and grandparents join in activities giving talks of interest, such as for history day, farming and discussions of different cultures. Staff embrace parents' comments and contributions to continue to improve the well established and outstanding learning experiences they offer to children.

Organisation

The organisation is outstanding.

The leadership and management of the educational provision are outstanding. The head teacher is highly motivated and inspirational, establishing a key role in the

overall effectiveness of the provision. This ensures children's learning experiences are positive and they make excellent progress in their education. The highly skilled and experienced staff team are continually supported by management in their work. There are clear systems in place to ensure the excellent delivery of the Foundation Stage. For example, regular early years meetings and detailed appraisals are used to ensure the educational programme is effectively delivered and monitored. The importance of children's interest and starting points is seen as vital to ensure that high quality education is well planned. The head teacher emphasises the importance of each child reaching their full potential so that they develop into confident and independent individuals.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Points for consideration raised at the previous inspection related to further development of the outdoor play provision to enhance children's learning in all areas. Facilities and resources have been improved to ensure children can access the outdoor area in all weathers and play opportunities have been increased. As a result children's outdoor experiences are enhanced.

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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