

# Davison Church of England High School for Girls

Inspection report

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<b>Unique Reference Number</b>	126093
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	293468
<b>Inspection dates</b>	26 April 2007
<b>Reporting inspector</b>	Patricia Metham HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	12–16
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	
School	1069
Day care	33
Funded nursery education	19
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Bishop
<b>Headteacher</b>	Mrs Della West
<b>Date of previous school inspection</b>	14–16 October 2002
<b>Date of previous day care inspection</b>	13 July 2004
<b>Date of previous funded nursery education inspection</b>	13 July 2004
<b>School address</b>	Selborne Road Worthing West Sussex BN11 2JX
<b>Telephone number</b>	01903 233835
<b>Fax number</b>	01903 211417

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<b>Age group</b>	12–16
<b>Inspection date(s)</b>	26 April 2007
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors, an Additional Inspector and a Child Care Inspector.

## Description of the school

This is a large and oversubscribed Church of England Voluntary Controlled school. Most girls enter aged 12 into Year 8, with average levels of attainment. Nearly a third of students in each year group gains admission to the school on regular church attendance criteria. The diocese plays an advisory role in matters relating to collective worship and some aspects of curriculum provision. Most students are of White British heritage with English as their first language. The school gained specialist technology status in 1999; this was renewed in 2006. In 2004 it gained the Sportsmark Gold, then in 2005 an International Schools Award and Artsmark Gold. It has Investor in People and Healthy Schools accreditation. The school runs on-site nursery and day-care provision to provide childcare facilities for its staff and the local community.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 2**

This is a good school with some outstanding strengths. Since its last inspection, the school has been going through a comprehensive review and reshaping of its organisation, curriculum, teaching and learning. What has not changed is the school's sturdy Christian ethos, which is seen as a strength by most students, staff and parents, even those who have no formal religious commitment. When asked to identify the school's greatest asset, senior students agreed that it is their reputation as 'Davison girls'. 'The way we are with other people, the way we *are!*' They are proud of the school, feel safe and are happy to be there. 'We're all girls. It influences the way we learn. We help each other.' There is an almost tangible sense of community which engages and supports girls of very disparate abilities and aspirations: 'Here everyone has a chance to be involved. It's being part of a really great community, not lots of separate groups.' Students' personal development is excellent.

Achievement is good and standards are above average. Girls enter Year 8 with average levels of attainment and achieve results significantly higher than the national average in most subjects, although not all, by the time they leave at the end of Year 11. They recognise the importance of achieving qualifications and developing skills that will open doors into future employment and have responded positively to good curriculum developments brought in to match their range of interests and ability. Vocational as well as academic courses are valued, not least because excellent guidance helps students make choices that are realistic and have clear progression to future education, training or employment. The careful tracking of individual progress, together with regular analysis of test results and in-school assessments, is leading to well directed pupil support, or challenge, to help raise standards. Lower attaining girls who are not identified as having learning difficulties or disabilities make less progress than others, and the school has identified the need to strengthen help for these students. Well-supported clubs and activities, community projects, booster classes, summer schools for gifted and talented students and the Youth University positively complement the main curriculum. Girls are well informed about health and safety issues and are generally sensible in their choices and attitudes.

Considerable time and enterprise support the school's specialist technology status. Much work is done with local middle schools, introducing computer-aided design, for example. Within school, information and communication technology (ICT) encourages creative cross-curricular projects and provides a 'virtual learning environment' - a school website that offers curriculum resources, research materials and a useful forum for staff-student communication. Most teaching is good and some is outstanding, displaying a combination of expertise, enthusiasm, inventiveness and sensitivity to students' concerns that positively fosters active and independent learning. Some teaching lacks that flair and flexibility, leading to over-direction by the teacher and unquestioning compliance in the students. The senior leadership team is aware of the need to spread good practice across all departments and is developing a strong programme of continuing professional development for academic and support staff. Amongst recent strategies to enhance teaching and learning is the introduction of 'flexidays'. These allow departments, either independently or collaboratively, to devote a whole day to a project that encourages investigation, analysis and creativity, or to focus on key activities such as

coursework. The impact can be seen in improved results, especially in Years 10 and 11. Some are more successful, certainly more enthusiastically reported on by younger girls, than others, especially those involving a variety of activity and challenge.

The school's leadership and management are good. The headteacher has been a positive and persuasive force for change, supported by an equally excellent senior leadership team. They have worked collaboratively to tackle weaknesses and develop strengths in teaching and learning, to extend the curriculum and to improve the school's resources and facilities. They have a clear grasp of what needs to be done quickly and what will take time to become embedded and have measurable impact. The school's capacity for improvement is outstanding. Their vision and many of their skills are already matched in middle management, both of academic departments and of support teams; however, some pockets of relative weakness remain. Well-targeted support, careful monitoring and further professional development are being put in place; their impact is not yet quantifiable.

The previous inspection report highlighted the need for clearer communication with parents about students' progress. Much has been done since then to improve school-home links, for example through direct contact with tutors who take personal responsibility for girls' academic and pastoral care. Most responses to the parental questionnaire were very positive. This comment reflects a general theme: 'My daughter chose to attend Davison High School...As a Mum, I feel she benefits from the single-sex environment in that she does not have to hide her intelligence. Davison is very empowering for teenage girls.'

### **What the school should do to improve further**

- Ensure that teaching in all year groups offers sufficient pace, variety and challenge to promote active learning.
- Review how those not formally identified as having learning difficulties or disabilities but who find learning difficult are supported and encouraged.

### **Achievement and standards**

**Grade: 2**

Students enter Year 8 with average levels of attainment and make good progress through the school, reaching standards by the end of Year 11 that are above national averages in all key areas, although there are variations across subjects. There has been sustained improvement over the past three years. Despite small differences between some groups – those with learning difficulties and disabilities doing particularly well and those just bordering on having such needs doing relatively less well – the overall pattern is good. A dip in the performance of students across Years 8 and 9 in 2006 was attributable to staffing difficulties which have now been resolved. High standards and good progress in Years 10 and 11 reflect the success of recent curriculum developments. Seventy-two per cent of students gained five or more A\*–C grades at GCSE, significantly above the national average. Fifty-nine per cent gained five or more A\*–C grades including English and mathematics; again, this was above the national average.

There is evidence that careful analysis of in-school assessments has led to timely and effective interventions, such as targeted support for candidates at the borderline of GCSE grade C and adjustments to the entry of students for specific subjects. There is, however, no complacency; senior leaders are aware of the need to raise standards where currently attainment does not match that of the most successful subjects and to strengthen support for students who struggle with aspects of the curriculum but are not identified as having learning difficulties or disabilities.

## **Personal development and well-being**

**Grade: 1**

This is an outstanding aspect of the school. Participation in the many extra-curricular activities in sports and in the arts is high. Standards of behaviour in lessons and around the school are exceptionally high, with good levels of self-control a very noticeable feature. A small minority of parents expressed concern about low level disruption in lessons where the teaching does not fully engage students. Where such problems do arise, there is evidence of prompt and well-targeted action by the school. Girls are well informed and sensible about health and personal well-being. Younger girls value their residential experience at Lodge Hill which helps them form good relationships. Older students say that the school feels very safe. Attendance rates are above average and rising.

The excellent opportunities for girls to help each other and to take on service activities within the wider community are integral to school life. The school's charity fund-raising is impressive. Together with well-planned curriculum activities, including global citizenship, all this leads to outstanding spiritual, moral, social and cultural development. Workplace skills are developed very well through work experience and enterprise education. Particularly striking is the school's success in developing girls' self-confidence, their ability to articulate ideas fluently and their readiness to work collaboratively in a very productive way.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

Teaching and learning are good. There is evidence of outstanding teaching that actively engages and excites students, as well as of some that, while competent, lacks such flair and flexibility. Students recognise and respond very positively to confident subject knowledge, clear explanations, challenging concepts, a variety of pace and activity and teachers' readiness to build on ideas and experiences volunteered by the girls themselves. Where the teaching is very traditional, with the emphasis on learning by listening and looking rather than on active collaboration, girls tend to be quietly compliant. In many subjects, tasks are open-ended and allow girls to respond according to their abilities so that all feel challenged and capable of success. There are well thought out extension activities for the most able. ICT is used extensively as a versatile tool for teaching and learning.

Students, especially those in Years 10 and 11, speak very positively about the help and encouragement they are given by their teachers. There is a commitment to

fulfilling individual potential that is clearly shared by staff and students and supported by the leadership team through curriculum development and monitoring. The school's programme of continuing professional development for teaching and support staff is having a perceptible and positive impact, disseminating modern study skills, for example, and developing ICT competences.

## **Curriculum and other activities**

**Grade: 2**

The school's curriculum is good, thoughtfully adapted and extended since the last inspection. The needs of more academic students are well met through a wide range of GCSE courses, including individual sciences, and opportunities to move on to AS level in some subjects. The curriculum now includes more vocational options and some girls take up college-based courses for one day a week. Opportunities for learning are extended through booster classes, visits and visitors, and the school's Youth University. Senior leaders regularly review and evaluate the impact of curriculum changes and recognise the need for further development, for example in aspects of provision for pupils with learning difficulties and disabilities and in the vocational area. Well-targeted curriculum support is given to the relatively small number of students with formally identified learning and behavioural issues, clearly improving their progress and attainment. Those, however, who are not receiving such personalised support but whose study skills are still relatively tentative and basic find aspects of the curriculum difficult to grasp, and their progress reflects this. While students appreciate the recent expansion of vocational courses, the school leadership rightly sees scope for some vocational options to be offered at a higher and more challenging level as well as for further options to be provided.

The school's technology plan successfully draws on the expertise of advanced skills teachers to work with local middle schools on projects involving ICT and design skills. Within school, ICT resources support creative links between subjects and provide access to course materials and to regularly updated tracking of students' progress.

## **Care, guidance and support**

**Grade: 1**

This is an outstanding area of the school's work. Much credit goes to form tutors, who lead both the pastoral care and the academic guidance of their tutor group, providing or organising support as needed. Tutors have access to accurate information from subject teachers about each girl's progress and use this to very good effect. They are supported by a very strong staff team able to give specialist help well matched to individual needs. Liaison with health care professionals, local employers, colleges and the diocese provides a particularly strong and accessible range of expertise to complement the school's own provision. Younger girls said their teachers would listen to them if they had concerns and that the 'Talk About a Problem' peer support group was very helpful. Older girls spoke highly of the commitment of teachers who 'will do everything they can to help'. They also appreciate and make good use of the extra study support on offer, including material on the school website. Advice about future education, training and employment is comprehensive and well matched to students' needs and aspirations.

A new project is being launched, called 'Student Voice', to encourage all students to feel actively involved in school improvement. Early indications are that it will be well

supported, not least because the girls themselves are playing an influential part in determining the organisation and remit of this scheme.

Child protection measures are robust and, supervised by the premises manager, health and safety standards are high. The education visit coordinator ensures that careful risk assessments and thorough preparation are undertaken for school trips.

## **Leadership and management**

**Grade: 2**

Leadership and management are good, with outstanding strengths in the senior leadership team. The headteacher and her senior team share a clarity of vision, a constantly refreshed understanding of modern thinking about teaching and learning, a persuasive enthusiasm and a resilience that are driving the school through a process of self-review and development. The careful prioritising of investment in staff development, resources and facilities, together with rigorous financial management, ensures that the school offers excellent value for money. There is no doubt that the school's capacity to improve is outstanding even though the impact of some recent initiatives is not yet quantifiable. There is a realistic sense of what is achievable and sustainable, whether it be curriculum development, community involvement or school improvement. The positive impact of many leadership initiatives can be seen in improving standards and achievement, rising attendance rates, falling exclusion numbers and upgraded resources. Well-advanced plans for a new modern language block, to be completed by September 2007, demonstrate a characteristic combination of financial shrewdness, practicality and flair. These qualities are not matched consistently at all levels of management, although many subject leaders and managers of support staff clearly understand and are enthusiastically implementing the leadership's vision.

The governing body, too, is working successfully through a process of change and development, to become more actively involved in planning and monitoring long-term strategy and short-term development, both of the main school and of the day care and nursery provision on site. The influence of the diocese is supportive rather than constricting. It helps to shape and sustain the school's ethos.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The quality and standards in the Foundation Stage	
The effectiveness and efficiency of boarding provision	
The effectiveness of the school's self-evaluation	<b>1</b>
The capacity to make any necessary improvements	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards <sup>1</sup> reached by learners	<b>2</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>
The behaviour of learners	<b>1</b>
The attendance of learners	<b>2</b>
How well learners enjoy their education	<b>2</b>
The extent to which learners adopt safe practices	<b>1</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>1</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets	<b>1</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>1</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

## The effectiveness of the registered day care (where applicable)

<b>The quality and standards of the registered day care</b>	<b>2</b>
How effective is the day care in helping children to be healthy?	<b>2</b>
How effective is the day care in protecting children and helping them to stay safe?	<b>2</b>
How effective is the day care in helping children to achieve and enjoy their learning?	<b>2</b>
How effective is the day care in helping children to make a positive contribution?	<b>2</b>
How effectively is the day care organised?	<b>2</b>
Does the day care meet the needs of the range of children for whom it provides?	<b>Yes</b>
Has the day care improved since the last inspection?	<b>Yes</b>
Does the day care require enforcement action?	<b>No</b>
Does the day care require a notice to improve?	<b>No</b>

## The effectiveness of the funded nursery education (where applicable)

<b>The quality and standards of funded nursery education</b>	<b>2</b>
How effective is the funded nursery education in helping children to achieve and enjoy their learning?	<b>2</b>
How effective are teaching and learning?	<b>2</b>
How effective is the partnership with parents and carers in promoting the nursery education?	<b>2</b>
How effective is the funded education in helping children make a positive contribution?	<b>2</b>
How effectively is the funded nursery education led and managed?	<b>2</b>
Does the funded nursery education meet the needs of the range of children for whom it provides	<b>Yes</b>
Is the children's spiritual, moral, social and cultural development education fostered?	<b>Yes</b>
Has the nursery education improved since the last inspection?	<b>Yes</b>
Does the funded nursery education require a notice to improve?	<b>No</b>

**Annex B**



27 April 2007

Dear Students

**Inspection of Davison Church of England High School for Girls, Worthing, BN11 2JX**

Thank you for the unfailingly cheerful and courteous way you made us feel welcome when we came to see how well your school is doing. It was a delight to find you so positive about the opportunities you have to achieve academic success and to develop a wide range of interests and skills. We were impressed by the loyalty and commitment you showed to your school and how happy you are to be part of it. Clearly being 'a Davison girl' is something to be proud of!

Yours is a good school with some outstanding strengths, well led by your headteacher and her team. We saw evidence of good teaching and effective learning. Your good progress reflects the way in which assessments of your work and your potential are used by most of your teachers to set you challenging yet manageable targets. Your teachers give you excellent support and guidance. It is important that you become independent learners, able to select and analyse information, to develop well-informed views and to present them persuasively. Many of you have already achieved that. It was good to hear that you feel very safe in school, unlikely to be bullied and confident that quick and effective action would be taken if you did have difficulties. We could see that your views are taken seriously and that each of you can make a very positive contribution to the life of the school. We liked your enthusiastic participation in an impressive range of clubs and activities, and the way you take up opportunities to help others. Your personal development is outstanding.

We have suggested to the school that you will do even better if all lessons have the variety of pace and approach needed to capture your attention and actively involve you. We have also recommended that there should be a review of the support given to those of you who find some aspects of your work difficult, so that you all fulfil your potential.

I wish you all continuing success and enjoyment.

Yours faithfully

Patricia Metham  
HMI



## Davison Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY244743
<b>Inspection date</b>	26/04/2007
<b>Inspector</b>	Shan Gwendoline Jones
<b>Setting address</b>	Selborne Road, Worthing, West Sussex, BN11 2JX
<b>Telephone number</b>	01903 820260
<b>E-mail</b>	
<b>Registered person</b>	Davison Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

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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

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 good.

## **WHAT SORT OF SETTING IS IT?**

Davison Day Nursery opened in 2003. It operates from a self contained building in the grounds of Davison Church of England High School for Girls (Technology College), in Worthing. It is run by a management committee. The nursery is open each weekday from 08:00 until 17:00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 51 children aged from six months to under five-years on roll. Of these, 18 children receive funding for early education.

The nursery employs 15 staff. Of these, nine hold appropriate early years qualifications and five are working towards a qualification.

The nursery receives support from Davison Church of England High School for Girls and the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a very clean, warm nursery. They thrive because staff members follow highly effective procedures and practices which meet the children's physical, nutritional and health needs.

Children receive good care when they are unwell or injured. The majority of the staff team hold a current first aid qualification. Systems for obtaining consents and for recording accidents and medication are effective. Children are protected from infection by the good daily cleaning routines throughout the nursery. They learn to manage their personal hygiene and to adopt good practices regarding hand washing.

Children enjoy sociable and relaxed snack and meal times. They are learning about healthy eating through cooking activities, for example, making home made rock cakes and on-going daily discussions. Children benefit from being provided with a wide range of cooked meals and snacks. These are supplied directly from the school, and place emphasis on supplying a healthy and nutritious diet that takes account of children's individual dietary needs. The range of meals includes noodles, vegetable bake, yogurt and fresh fruit. Staff liaise regularly with parents to ensure that babies' needs are met. Such as bottle feeding and weaning and that all children's individual

dietary requirements are followed.

Children are developing a positive attitude to exercise which is enjoyed on a daily basis. They show great delight and excitement when playing outside as they are having fun running around freely in the garden. They enjoy playing ball games and riding their bikes with great confidence and skill.

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

The provision is good.

Children benefit from this warm, clean and stimulating environment. Children's healthy lifestyle is extensively promoted through both the provision and encouragement to enable development of self-care skills. They are encouraged and supported in achieving and being responsible for their own needs. For example, children freely select from the low level shelves and are given ample choices in their play.

Children use the space with confidence and are able to play in safety and comfort as staff take good practical precautions to protect them. Children enjoy using a range of equipment that is safe and well maintained. They benefit from the good overall safety awareness of staff who effectively minimise the risk of accidents. There are robust security measures in place to protect children, such as controlled entry to the nursery. Implementation of good systems, such as conducting regular fire drills, security systems, collection of children and recording of visitors contribute to ensuring children's safety and well-being.

Children's welfare is also safeguarded by the staff's sound knowledge and understanding of child protection matters. They know the signs and symptoms a child may exhibit that could indicate they were being harmed and the procedure to follow to report such concerns.

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

The provision is good.

Children arrive happy and confident and quickly settle into the routine making their own choices about their play. Staff know children well and talk to them about their family and what they have been doing at home. This interaction, and the implementation of a successful key worker system, helps to secure relationships between children and staff, developing a sense of trust.

Staff have a very good understanding of how children learn and use the 'Birth to three matters' framework to plan a varied range of activities to enhance children's development and help them acquire new knowledge and skills. This is recorded in

photographs, children's work and written observations; records of children's achievements are attractively presented and shared with parents. All children are well settled and confident and are given appropriate support that is closely connected to their own developmental path.

#### Nursery education:

The quality of the teaching and learning is good. Robust planning and evaluation of activities is in place. The monitoring system enables staff to identify and provide appropriate support, to help children achieve the learning intended. Children feel happy to grow and learn in the nursery's secure, family-like environment. As a result, the children are confident and articulate, enthusiastic, very friendly and welcoming.

Children speak confidently in familiar groups and are beginning to express their own thoughts and ideas. Staff members listen intently to the children and respond appropriately, helping children to feel good about their discussions. A key strength in communication, language and literacy is due to staff's abilities to skilfully and sensitively question and engage children in conversation. They build children's confidence through offering lots of praise and encouragement.

Children have many opportunities to link letters and sounds as they discuss the letter of the week and other initial letter sounds. They enjoy stories and use the book area well, two children were mesmerised with a book on dinosaurs, staff pointed out which ones were mammals and the food they ate. Staff use effective teaching skills to extend their language and develop a questioning attitude in the children. They write for different purposes, such as in their role play and begin to read and write their name. They count regularly in a variety of practical activities and routines. For example, a child was assisted to count up to 19 to identify how many yogurt pots they had at lunch time.

Children enjoy a variety of creative activities, such as arts and crafts, often using natural resources, such as a star fish and pictures of rock pools for reference to inspire them. They are very imaginative in their role play and small world play when they are effectively challenged by the skilful interventions of staff. For example, the current theme is an 'underwater cave', children become engrossed in role play using inflatable toys and submarines. They learn much about the world, especially the natural world, through outings and carefully planned activities.

Older children have good opportunities to develop their large muscle skills during outdoor play activities. They enjoy a wide range of physical activities, such as climbing, throwing and catching balls, riding wheeled toys and running games. However, the outdoor area does not cover all areas of learning in sufficient detail. Further development in this area would further enhance the learning experiences for the funded children.

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

The provision is good.

Children are valued and respected as individuals, and are given appropriate praise and encouragement to enhance self-esteem and confidence. Their individual needs are met well because staff find out from parents about the children's routine and development. Children also enjoy being with familiar and trusted adults within a secure environment.

Children are extremely well behaved as clear rules and boundaries are implemented consistently. Children know exactly what is expected of them and they respond well to the high expectations of staff. Staff praise and encourage the children at every opportunity. Children feel valued and respected because they are listened to, and staff respond fairly. Children are well mannered and polite as staff are very positive role models; they thank the children and say please when asking them to do something. This positive approach fosters children's spiritual, moral, social and cultural development. The behaviour management policy is shared with parents. However, there is currently no system in place to record incidents, to further promote the children's welfare.

There are no children attending with disabilities or learning difficulties. However, a thorough policy is known and understood by staff. A key worker system is in place and a readiness to liaise with parents and other professionals when the need arises.

Children benefit from the effective partnership that staff enjoy with parents. All relevant information is exchanged verbally each day to ensure the child's needs are met. Written information is given to parents of younger children to ensure they are aware what their child has eaten and how long it has slept. Policies and procedures are available for all parents to consult. A range of relevant information is also displayed on a notice board.

The partnership with parents and carers of children who receive nursery education is good. Parents have the opportunity to discuss their child's progress with staff at parent's evenings. In addition, parents are informed about the topical themes the nursery is working on to enable them to reinforce the learning intentions at home. Regular news letters are also produced to ensure all parents are kept up-to-date regarding all relevant issues. Comments from parents are very positive and include; 'There is a very open and friendly atmosphere'. 'The staff have been fantastic. I receive a daily written report regarding significant things and there are good opportunities for social events'.

## **Organisation**

The organisation is good.

Children develop a secure sense of belonging because the nursery is well organised and staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the deployment of staff in relation to child staff ratios which helps to ensure children's well-being. The setting offers training support for students studying early years courses both from the local college and from the Davison Church of England High School.

The leadership and management of the nursery is good. Recruitment and vetting procedures are in place to ensure children are well protected and cared for by staff with relevant qualifications and experience. The manager works closely with the management committee to review and improve practice. Most of the required records are held on site and many of the policies are being updated. However, not all of the staff files were available for the inspection and some lacked the necessary detail. Staff members are supported by a management team through regular meetings and appraisals. They are a settled team and they work together effectively to constantly improve the quality of care provided for children.

There is a genuine commitment to further improvement. Strategies have been put in place to further develop the quality of care and education offered to the children. For example, management have plans to explore training for staff on the new framework for the Early Years Foundation Stage. The setting meets the needs of the range of children for whom it provides.

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

At the last care inspection the setting was asked to extend the range of resources, throughout the nursery, which promote positive images and awareness of disability. More resources are now in place including posters, pictures, puzzles and books. The setting celebrates a variety of festivals, for example, Chinese new year. The children made a dragon and explored aspects of the festival in their play and discussions. Staff talk to the children using these positive images to raise their awareness.

They were also asked to update the complaints policy so that parents have written information regarding Ofsted's contact details. The complaints information is clearly displayed for parents on the notice board and includes Ofsted details. This ensures parents are aware of the complaints procedure, should the need arise.

At the last nursery education inspection the setting was asked to increase staff's knowledge and understanding of the stepping stones and the early learning goals. All staff have attended curriculum training in the last three years. A room leader has recently been employed to work with the funded children to support staff and focus on the Foundation stage of learning. New planning methods have been introduced. This has had a positive impact on children's learning and development.

## **Complaints about the childcare provision**

Since the last inspection 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 complaint record may contain complaints other than those made to Ofsted.

## **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 good.

### **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):

- ensure all information relating to staff details are readily available
- devise a separate recording system for any incidents

#### *The quality and standards of nursery education*

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

- develop planning for outdoor play opportunities to cover the six areas of learning



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)