

The Pointer School

Inspection report for early years provision

Unique Reference Number	EY240578
Inspection date	19 June 2008
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Type of inspection	Nursery Education

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.

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?

The Pointer School is an independent, co-educational nursery and school for children from three to 11 years. It occupies a large Victorian house with a rear garden in a residential road of Blackheath in South East London.

The school has 233 children on the roll of whom 109 children are in the Foundation Stage and of those 90 are three and four-year-olds in receipt of government educational funding. The children are organised into a nursery and two reception classes. Children have specialist teaching for French, music, gymnastics, drama and Spanish dancing. Staff have some support from the Local Authority Early Years department. Children attend during normal school terms from 09.00 to 15.15, with some nursery children leaving at 11.45.

The nursery children use three interconnecting rooms in the basement of the house, including the long room also used as the school assembly hall and dining room. Each of the reception classes has its own classroom. The children also use the school playground which has a range of permanent large play equipment and some dedicated areas fitted up for outdoor learning activities.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Nursery Education

The quality of teaching and learning is outstanding. Children are being taught by skilled staff that are able to adapt activities to more than meet the needs of the children in their care. All activities that are planned for the children are adapted to meet the needs of more or less able children. As a result all children are thriving and progressing extremely well towards the Early learning goals of the Foundation Stage. Children with learning difficulties and/or disabilities have their individual education plans included into the planning. This ensures they are progressing towards their goals, and that staff are fully aware of their needs to move them on with their development.

Children's attitudes to learning, their behaviour and general level of engagement is excellent. Children have access to a wide amount of resources that are stored for children to independently access. Children's acquisition of independence skills is further enhanced at meal times, as staff allow children to do as much as they can by themselves. Children are developing independence and autonomy in their learning, because adults working with them are skilled in providing for and responding to their needs throughout the session. Staff are highly skilled in assessing the needs of the children at their activities and adapting the activity so all children are learning from the experience.

Children are very well behaved and staff ensure children are taught excellent manners. Older children stand when visitors enter the room and greet the visitors, younger children are openly encouraged to use good manners throughout the day and are rewarded with good manner stickers when they have. Children are relaxed and feel comfortable about making mistakes whilst they are learning, because adults are positive and reassuring. Children have access to a wide amount of resources that reflect diversity and equality. This teaches children about the world around them. Children have also had visits from a dentist, a doctor and a police officer. This teaches the children about people who help us and their role within society.

Children are developing maths skills through interactive use of computer games. Staff ensure this is fun for the children which sustains their interest for long periods of time. Children enjoy learning about money and matching up the amounts to the coins. Children are racing against the clock to pair them up. Children quickly learning the amounts of the coins and shout out the answers for their peers to touch on the screen. There is much enjoyment had by the children.

Children enjoy Information and Communication Technologies (ICT) lessons in a purpose built suite which accommodates computers so all children are able to use them. Staff expertly teach the children how to open programmes on the computer and how to write their names. Children also learn which keys to press together to ensure letters come up as capitals. Some children grasp the concept quicker than others, and these children are able to play with games whilst the others catch up. This ensures all children learn about the computer and the teacher does not allow others to fall behind.

Children are progressing very well with their phonics and reading skills. Children are able to pronounce and read more complex sounds such th, sh, ch and wh. The children are able to tell the teacher words that have the letters wh at the beginning. Children are shown the correct

way to write these letters and then go off to their tables to practise this. Staff walk around the room giving advice and aiding children when needed. Once they have mastered writing these letters they then write a sentence with these words in them. Children are highly skilled in writing sentences that make sense and that are legible.

Children in the nursery enjoy various activities which sustains children's interests for long periods. Children enjoy participating in a music session which staff skilfully adapt to meet the needs of the children participating. Children learn the names of the instruments they are playing and are taught descriptive words such as loud and quiet. Children then use these skills to play along with songs the member of staff is singing. Children are also learning about shapes in 2D and 3D. The older of the children are able to name the 3D shapes with a little help from the staff. Children are encouraged to feel the shapes to get a better understanding of their shape and feel. The member of staff then hides the shapes around the room and the children have to go in turn to find them. This teaches the children the importance of turn taking, the correct name for the shapes and observation.

Helping children make a positive contribution

The provision is outstanding.

The partnership with parents and carers is outstanding. Parents receive an abundance of information regarding the educational provisions for their children. All information is at a level parents can understand. All parents receive a weekly news bulletin which keeps them informed of the lessons the children will be participating in that week, as well as the phonic sound of the week. This bulletin also allows staff to inform parents of any changes and of any awards that children are receiving. Parents attend twice yearly parents' evenings where they are able to meet the staff and discuss any problems they have and to discuss the progress their children are making. Staff also have an open door policy which allows parents to come and see staff at any time to discuss their children's development. Parents also receive daily feedback from the staff on how their day has been. Written information is available, so that parents have a good understanding of the Foundation Stage. Adults make time to talk to parents and to share information, both formally and informally, so that they feel welcome, informed and involved in their children's life at school.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

The quality of leadership and management are outstanding. The evaluation of the education programme is very effective, because all children are progressing extremely well. Children's development far exceeds the early learning goals. Plans are in place to improve the provisions for the children, with new buildings being built to expand the school. Staff make excellent use of the training that is available to them from the local authority. There are highly effective systems in place to monitor and evaluate the curriculum that is on offer, in order to identify strengths and promptly address areas for improvement. Staff work extremely well as a team and there is a very happy atmosphere throughout the school. The staff are extremely effective in promoting an inclusive environment in which every child matters.

Overall the setting meets the needs of the range of the children for whom it provides

Improvements since the last inspection

At the last inspection the school was given one point of consideration to look at. This was to look at aspects of assessment procedures to be reviewed and to include targeting to ensure that both boys and girls are suitably challenged in all areas of learning. All activities ensure all children are suitably challenged in all areas of learning.

Complaints since the last inspection

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 complaints record may contain complaints other than those made to Ofsted.

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 MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

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