



Our Lady of Sion
School

'Consideration Always'

"We are the only co-educational school in the Worthing area for children aged 2½ to 18 years..."

Our Lady Of Sion School - Inspection Report For Early Years Provision

Unique Reference Number EY291171

Inspection date 10/06/2008
Inspector Rosemary Musgrove

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Type of inspection Nursery Education
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ABOUT THE 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 8's 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 Apr11 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 JUDGMENTS 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;



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The quality and standards of nursery education are good

Our Lady of Sion School is an independent co-educational day school for pupils aged two to 18 years; it is situated in the centre of Worthing, West Sussex. The congregation of Sisters of Our Lady of Sion founded the school in 1862 as a day and boarding school for pupils of all faiths.

Currently, there are 41 children in funded educational places. These children are in the Early Years department the nursery has two rooms and an enclosed outside area with a safe surface The Reception class use the outside area and have a separate classroom.

The Early Years Department is open from 08:30 to 15:00 (15:15 Reception) each weekday for 34 weeks a year. They currently support: one child with learning difficulties and disabilities and can support children who speak English as an additional language.

There are six members of staff working with the funded children; four have appropriate early years qualifications.

The Effectiveness Of The Provision

Helping children achieve well and enjoy what they do

The provision is good

The quality of teaching and learning is good. Staff have a thorough knowledge and understanding of the Foundation Stage, areas of learning and the early learning goals. There is a good range of curriculum planning and this includes long, medium and short term plans much of the planning is of a good quality with an appropriate level of detail, for example, curriculum coverage and learning intentions based on the Foundation Stage. Staff have a good knowledge of the pupils and have informal systems in place to observe the children; they are beginning to use some of this information to plan future learning opportunities. However the system is not yet rigorous enough to ensure that information on individual children is systematically used to inform future planning.

Children In the setting show enthusiasm for many of the activities. They enjoy choosing their own resources or completing an adult-led task For example, a small group play harmoniously together as they build the Queen's house from large blocks. Alongside an adult, children enthusiastically make their own passports and show they are developing their writing skills and knowledge of the wider world. Children are confident speakers and have a mature awareness of the audience to whom they are speaking. For example, they ask relevant questions and negotiate their own requirements. Many children write recognisable letters and their own name. Children have regular opportunities to develop a love of literature through listening to stories or quietly browsing a book with a friend A number of children have good counting and computation skills, for example, some can count to 30. Very good staff interaction stimulates children to practise counting in twos in an enjoyable activity. Children learn about shape as they play a game in the outside area. They have fun as they identify and jump on the correct shape.

Children have many .stimulating opportunities, to learn about the world in which they live. During a topic on 'Transport', they are involved in meaningful play and interact well with their peers in the role play travel agents. Children are very motivated as they work together on the interactive board linked to the computer. They are skilled at using the directional keys and show very good use of directional language, such as 'keep going' and 'move a little bit up the ladder'. Children learn about different life cycles and watch with wonder as a caterpillar begins to form a cocoon.

Children develop their creative skills through a range of different activities. They mix colours when they paint the sails of a boat and love the feel of the gooey paint on their feet as they make footprints. Reception children explore different techniques as they use wax crayons and colour wash and make an attractive display for their classroom. Children take part in different musical activities; these include singing and music making with a range of different instruments. Children have many opportunities to develop their physical coordination skills



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both indoors and outside. They enjoy using the good selection of wheeled vehicles and demonstrate proficient skills as they manoeuvre around the outside area. Inside, they often choose to use the climbing frame and slide. Children show well developed small motor skills. They enjoy rolling the play dough and talk with animation about the play people which they have hidden underneath the play dough. The attractive covered outside area means that indoor activities can be replicated outside and this enhances the quality of the children's learning experiences.

Helping Children Make A Positive Contribution

The provision is good.

The partnership with parents and carers is good. The school provides a wide range of relevant information. This includes a 'Welcome to Reception' booklet and regular planning sheets with details of what the children will learn each term. The handbook for parents contains details of the Foundation Stage and outlines the six areas of learning. Before children start, they have Induction visits with their parents. This gives the children an opportunity to join in the activities and meet the staff. Parents are informed about their children's progress through informal and formal meetings. Although parents can view their child's developmental records at any time, they do not formally contribute to the initial assessment of their child. Parents are happy with the setting. In particular, they value being treated with 'incredible patience sensitivity and kindness'. They feel the setting offers a good foundation for their children's future learning: and that continuity between classes and schools is strength.

The children's spiritual, moral, social and cultural development is fostered a real strength of the setting is the unique community feel, in which children and adults care for each other. Children gently remind others to share and care if a little squabble occurs. Children behave very well and respond to staff requests for appropriate behaviour. These strong features have an impact on the quality of the children's learning. Children play well together and learn to take turns during a 'Dear Zoo' number game. Children find out about the environment and the wider world in which they live. For example, children in Reception visit Drusillas Park as part of a topic on 'Wild Animals', and children in the Nursery find out about young ducks and a puppy, when they visit the classroom. Children think about the needs of others when they take part in a Toddle Waddle and raise money for charity. Children celebrate festivals from their own and other cultures. At Christmas, they perform a nativity play, and during Chinese New Year they enjoy a dragon dance and eat noodles. The department is committed to providing a fully inclusive curriculum for children with individual difficulties or disabilities. They work closely with other agencies to seek guidance and plan for the specific needs of individual children.

Organisation

The organisation is good.

The leadership and management is good. All staff work well together and are a dedicated team. They are enthusiastic and keen to continually improve their facilities and the learning opportunities for the children. For example, they have successfully addressed the issues from the last inspection and have a clear idea of areas for future development. There are informal procedures in place for the Induction of new staff. These include a visit before starting work, and an explanation of planning procedures. Comprehensive information is included in the staff handbook and curriculum policy folder. Staff have formal appraisals and these include regular observations and an opportunity to talk about positive aspects of their work and issues in which they need extra support. Staff in the setting attend regular training, including whole school training days. Recent courses have included literacy, dance and outdoor play. These factors alongside a superb new purpose-built nursery and well organised quality resources, means that the setting meets the needs of the range of children for whom it provides.

Improvements since the last Inspection

At the last inspection, the setting was asked to increase the opportunities for three-year-olds to be personally



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independent, make greater use of resources to enable children to initiate their own designs and to introduce a rigorous system to monitor and evaluate the activities and resources in the six areas of learning.

The setting has increased opportunities that allow three-year-olds to be personally independent and the new nursery building has made a considerable impact, for example, in the organisation of resources and the location of the toilets. Children can readily select resources and design and build their own models. These improvements have enhanced the quality of the children's independence and learning.

Staff regularly evaluate the activities and resources in the six areas of learning. They take these findings into account when planning future activities for the children.

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 good.

What Must Be Done To Secure Future Improvement?

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) continue to develop a system that allows information collated from observations to inform the next stage of an individual child's learning consider ways of collecting and recording information from parents that relates to their child's development before they start the nursery.

Any complaints about the inspection or the report should be made following the procedures set out in the *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: www.ofsted.gov.uk