

Royal Exchange Buildings T 08456 404040
St Ann's Square F 020 7421 6855
Manchester enquiries@ofsted.gov.uk
M2 7LA www.ofsted.gov.uk



24 November 2008
Mrs Tamra Hunt
Eaton Mill Nursery
Eaton Mill Primary School
Saffron Street
Bletchley
Milton Keynes
Buckinghamshire
MK2 3AH
Dear Mrs Hunt

Ofsted survey inspection programme – narrowing the gap in literacy and numeracy

Thank you for your hospitality and co-operation during my visit on 20 November 2008 to look at work in literacy and numeracy.

As outlined in the initial letter, the visit had a particular focus on how well you meet the needs of all children in relation to their literacy and numeracy, with particular consideration to those at risk of not reaching their full potential. The visit also evaluated the level of expertise to support children learning English as an additional language (EAL).

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing settings but these will not be identified in the main text. All feedback letters will be published on the Ofsted website.

The evidence used to inform the judgements made included interviews with you, scrutiny of relevant documentation, analysis of children's work and observation of children's play.

The overall effectiveness of provision for literacy and numeracy was judged to be outstanding.

Learning and development

The quality of learning and development is outstanding.

- Children really benefit from using the extremely well resourced play environments, both inside and out. These are rich in print and offer children daily activities and resources focused on numeracy and literacy.
- You ensure children are well nourished and ready to learn.

- Children make quick progress in language and literacy in relation to their starting points. They thoroughly enjoy activities such as story time, which staff enliven with excellent use of props.

Leadership and management of literacy and numeracy

The quality of leadership and management is outstanding.

- Staff develop excellent relationships with children, parents and other professionals to support each child well and enable them to reach their full potential.
- Staff evaluate provision effectively, reflecting on practice and continually seeking to improve outcomes for children in numeracy and literacy.
- Staff demonstrate an excellent grasp of the early learning goals for literacy and numeracy, which they use well to assess children's capabilities and plan their next steps in learning.

English as an additional language

- Staff establish warm relationships with parents and work in partnership to support children who learn English as an additional language, calling in other professionals if required, for example, bi-lingual staff.
- You have not undertaken any training in supporting children learning English as an additional language.

How well does the provision promote inclusive practice?

Inclusion in literacy and numeracy is outstanding.

- Staff know each child extremely well, providing high levels of individual attention. They plan and adapt activities and resources to enable children to explore and learn at their own pace, for example, sorting the soft toys by size and acting out situations with puppets.
- Staff establish excellent systems for recording children's starting points, achievements and next steps in learning. As a result, children have their individual needs met.

Areas for development, which we discussed, included:

- seeking training to support children learning English as an additional language, if required.

I hope these observations are useful as you continue to develop literacy and numeracy in your setting. As was explained in the previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the inspector for your next inspection.

Yours sincerely

Judith Butler
Inspector