

# INSPECTION REPORT

**Woodfield Nursery School**

Brierfield

LEA area : Lancashire

Unique Reference Number : 119088

Headteacher : Mrs S Boardman

Reporting inspector: Mrs M Hulme  
T11912

Dates of inspection: 9 - 11 November 1998

Under OFSTED contract number: 702302

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
Type of control:	Maintained
Age range of pupils:	3-4 years
Gender of pupils:	Mixed
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs I Lawrence
Date of previous inspection:	26 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Margaret Hulme, Registered Inspector	language and literacy  physical development creative development special educational needs  equal opportunities English as an additional language	characteristics of the school  attainment and progress leadership and management staffing, accommodation and learning resources  the efficiency of the school
Mrs Barbara Moore, Lay Inspector	none	attendance;  support, guidance and pupils' welfare;  partnership with parents and the community
Ms Beryl Pollard	personal and social development  mathematics;  knowledge and understanding of the world.	attitudes, behaviour and personal development  teaching;  the curriculum and assessment;  pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

The teaching is very good and a great strength of the school.

- .Literacy and numeracy are taught well, which helps children to make good progress.
- .Provision for children with special educational needs is excellent.
- .Staff team working is excellent.
- .The children are very interested in the nursery's activities and are eager to learn.

### 1. Where the school has weaknesses

Children continue to lack privacy when staff have to attend to their personal or medical needs and their welfare is affected.

This issue was highlighted at the last inspection and has not been resolved despite the staff and governors frequently bringing it to the attention of the appropriate authority. The weakness identified will form the basis of the governors' action plan, which will be sent to all parents or carers of children at the school.

### 1. How the school has improved since the last inspection

The school remains a centre of excellence. It has maintained the excellent ways that the whole staff team work together and this continues to ensure that children have very good attitudes to learning and that there is very good teaching.

The good standards of achievement referred to in the last report have been maintained. Since that time, a national initiative providing a new curriculum, emphasising what children need to know, understand and do before they begin compulsory education at the age of five years, has been put in place and pupils' attainment is based on these learning outcomes. The school has reviewed and improved provision for the geography and history aspects and these are now well integrated with the other aspects of science and technology to form a vital part of the area known as knowledge and understanding of the world. There has been considerable improvement to the outdoor area, including provision of an adventure garden. There is now very effective provision for all areas of learning but, particularly, physical development and knowledge and understanding of the world.

Those children who have special educational needs continue to be a priority with staff and governors and the provision for them is still excellent. Staff provide the most appropriate support for them, in consultation with their parents, and often with the help of other agencies involved in work with children under five.

The very large number of children for whom English is an additional language continue to receive very good support in school. Their literacy skills are improving and extending because the work carried out in school is explained to parents, advice is given and homework tasks provided through the toy library games and books and by the use of early literacy worksheets. Bilingual staff play a key role in the good progress made by these children.

The welfare and health issues which were a key issue for improvement in the last report have not been improved. The children still lack privacy and a shower facility when staff have to provide care for their personal needs or give some forms of medical treatment. The governors and staff have done all within their power to address this issue but, although the improvement to the bathrooms has been costed, the

work has not been commenced. It remains an area for concern.

2. **Standards**

There are national standards for children to reach by the time they are five years of age. Although most children were still three years of age at the time of inspection, the attainment of the majority is good for their age in most areas of learning and by the time they are five are likely to attain above them in personal and social development, language and literacy, mathematics, physical development and creative development. They are likely to attain the desired outcomes in knowledge and understanding of the world. They are already making very good progress in personal and social development, mathematics, physical development and creative development. Children make good progress in knowledge and understanding of the world. In language and literacy children's progress is at least good and often very good.

4. **Key Indicators**

5. **Quality of teaching**

<b>Teaching in areas of learning</b>	
Personal and social development	very good
Language and literacy	very good
Mathematics	very good
Knowledge and understanding of the world	very good
Physical development	very good
Creative development	very good

The teaching is a great strength and mainly very good. Twenty per cent of the teaching is outstanding. There is no unsatisfactory teaching.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

3. **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Consistently excellent
Attendance	Mainly very good but a few absences because of extended visits to families abroad.
Ethos*	Excellent; children are very interested and eager to learn.
Leadership and management	Strong and purposeful. Excellent leadership and very good management. Clear educational direction is provided for the work of the school
Curriculum	Very good
Pupils with special educational needs	Very well directed support for children with learning difficulties enables good progress
Spiritual, moral, social & cultural development	Very good in all areas
Staffing, resources and accommodation	Excellent. High quality learning resources. Improved development of outdoor area. Well qualified support staff who use their bilingual skills very effectively in supporting children's learning.
Value for money	Very good

\*. *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

7. **The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<ul style="list-style-type: none"> <li>• The progress made by children is better than they would expect.</li> <li>• The school promotes the very good attitudes and values which they share.</li> <li>• The way that children behave.</li> <li>• Their children enjoy coming to school;</li> <li>• The ways the school enables them to improve their knowledge of the nursery curriculum</li> </ul>	

Inspectors' judgements support the views expressed by parents who made no adverse comments about the school.



## KEY ISSUES FOR ACTION

Although this is an excellent school there is one key issue that was not resolved at the last inspection and it remains. Reference is made to it in the paragraphs in brackets. The school should:

- resolve the health and welfare problems and provide a space with appropriate facilities where children can have privacy when staff have to care for their personal needs or give specific medical treatment.(3, 47, 54)

## INTRODUCTION

### § Characteristics of the school

1. Woodfield is an average sized nursery school for children aged three to four years. It is situated in the centre of Brierfield, which is a town of about 7,500 people. The surrounding houses are mainly terraced or council estates with some modern, private housing on the outskirts.
2. There are 40 full-time places for 80 children, all of whom attend part-time. They are taught by three nursery teachers of whom one is the headteacher and one is part-time. There are two nursery nurses who share in the teaching. Over half the children are of Asian heritage and have English as an additional language and there are three bilingual nursery nurses to support them, one of whom is temporary and one is part-time. There are a number of children with special educational needs who are supported by a part-time nursery nurse.
3. The school's admission policy reflects that of Lancashire, which gives three distinct criteria for admission and these are:
  - children with special educational needs who are admitted when they are three years. These are children who are already known to the Child Development Centre, Visually Impaired Service, Hearing Impaired Service, or medical or social services. Additional staffing is provided by the authority based on the needs of these children while they are in the nursery;
  - children in need who are referred by health visitors, social workers or the nursery school for social and or educational reasons. Within this group are children living in poor quality, overcrowded home conditions, those with little educational stimulus at home, medical conditions that incapacitate their development, isolated children who have little or no contact with other children and those from families who need support to help them cope with everyday life. The majority of children are in this category;
  - children who are admitted because they live near the school.
1. Some of the children have attended a playgroup or a playbus but the majority have had no structured pre-school learning. The children's prior attainment is varied but many have very restricted use of language and poor levels of numeracy when they enter school. There are nine children on the special educational needs register, fewer than the last time the school was inspected. There are no children attending full-time and no meals provided at lunchtime, which makes it difficult for the school to know how many families are eligible for free meals.
2. There have been a few staff changes among the nursery nurses since the last inspection. The number of bilingual staff has increased, which reflects the increase in the number of children of Asian heritage. One member of staff is on long-term illness and a temporary replacement has integrated fully into the team. The hard working and dedicated staff team is a strength of the school.

3. The school has set itself a number of targets and their educational priorities are:
- to consider current policies and resources for developing literacy and numeracy skills;
  - improvements to the outdoor area to extend it as a place to learn and enable all children to attain the foundation they need ready for compulsory education;
  - improve the provision for the area of learning known as knowledge and understanding of the world;
  - extend the opportunities for parents to become more knowledgeable about the education of their children.
1. The school is well on the way to achieving these targets. It is involved in the Family Numeracy Project, which encourages parents to be involved in mathematical activities. It is continuing to support parents on the 'Parents as Educators' course. It is continuing the lending library to reinforce children's skill development and now provide a weekly activity sheet for literacy. Multicultural resources have been extended and teachers have a greater awareness of how to integrate the teaching of historical and geographical skills into the areas of learning. The outdoor development has already resulted in an adventure garden, which provides a range of opportunities for children to experiment and explore while at the same time improving their physical development.

15. **Key Indicators**

2. **Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	88
Satisfactory or better	100
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **16. Attainment and progress**

3. Most children enter school with low levels of linguistic and mathematical ability. There are 65 per cent of children who are of Asian heritage and for whom English is an additional language. At the time of inspection most children were three years of age and working towards what children need to know, understand and do by the time they are five. Assessments of children's stages of learning begin before they enter school and in the very early weeks in order that staff can start a programme of literacy and numeracy work immediately. This works well and increases children's attainment and progress.
4. Personal and social development is a strength of the school and underpins all the other areas of learning. There was no requirement to make reference to children's attainment in this area of learning in the previous inspection report. The attainment of these three year olds is already better than might be expected for their age and by the time they are five they are likely to achieve more than is required by the desired outcomes in this area of learning.
5. In the previous inspection report standards in language and literacy were judged to be good and this level of attainment has been maintained. Although the children are very young they have begun formal literacy work and the attainment of the majority is good for their age. By the time they are five they are likely to achieve more than is required by the desired outcomes in this area of learning.
6. The standards in mathematics were judged to be good at the time of the last inspection and this level of attainment has been maintained. Although most children are three years old and have only been in school for a few weeks they have begun formal number work and the attainment of the majority is good for their age. By the time they are five, the majority are likely to achieve more than is required by the desired outcomes in this area of learning.
7. The area known as knowledge and understanding of the world was not in existence in its present form at the time of the last inspection. The school has reviewed and improved its provision for history and geography aspects and these are now well integrated with the other aspects of science and technology. Children's attainment is sound overall and by the time they are five, most children are likely to attain the desired outcomes in this area of learning.
8. The physical development area of learning has improved since the last inspection. Children's attainment is better than might be expected for their age at both indoor and outdoor activities. At the last inspection the more structured activities provided indoors were judged to enable better attainment than those provided outdoors but this is not the situation now. Both are now equally good. By the time they are five, most children are likely to achieve more than is required by the desired outcomes in this area of learning.
9. Children's attainment in the creative development area of learning has been maintained. The three year olds are producing work that is better than expected for their age and by the time they are five they are likely to attain achieve more than is required by the desired outcomes in this area of learning.
10. Overall, children make good progress and often it is very good. Given the low starting point and the high number of children for whom English is an additional language, this is a great achievement for the school. The bilingual children lack the words they need to communicate in English but this is improving and the efforts of all staff to work together using their individual expertise is a major contributory factor in the achievement of such good progress. The language skills of the bilingual staff are very effective in enabling all children to progress at a good pace. In their personal and social development progress is

very good. Children's progress in language and literacy is at least good and often very good. In the mathematical area of learning progress is very good. Children's progress in knowledge and understanding of the world is good. In the creative development area of learning and in their physical development progress is very good. Children with special educational needs make good progress towards the targets in their individual education plans. They are well supported by the nursery nurses during activities; this and the invaluable advice and support from outside agencies are factors assisting the good progress.

#### **24. Attitudes, behaviour and personal development**

11. The previous inspection praised the nursery as a calm and orderly community and standards have been maintained. Personal and social development is given a high priority and children's attainment in this area of learning is good. By the time they are five, children are likely to attain above the national expectations for the age group. It is a strength of the school.
12. Children have good attitudes to learning. They understand the daily routines, as shown by the way they gather together for group activities with staff as soon as the music, which is the signal, begins to play. They abide by the rules of the classroom, some of which they have generated themselves, and voluntarily tidy away equipment after use. They work together well, play collaboratively and co-operate with one another. They take turns and share fairly. Parents say that children enjoy nursery and their attitudes to their tasks show that they are keen to learn and to succeed. They listen carefully and follow instructions. They are willing to stay at a task until it is completed. Children with special educational needs and those who are learning English as an additional language are confident enough to take a full part in all activities and experiences and examples were seen where they actively seek help in order to gain more knowledge and develop their understanding.
13. Behaviour is described as excellent in the last inspection report and standards have been maintained. Children are very mature for their age. They play happily with others and show respect towards adults. There is a quiet working atmosphere in the nursery. Children are expected to behave sensibly and the school's behaviour policy is applied consistently. Staff provide excellent role models and this helps children to develop sensitivity for others. There are no signs of aggression and no raised voices. There are no issues regarding racial harassment. The Asian heritage children are in a majority and racism is not a problem.
14. Personal and social development feature strongly in the curriculum and activities which promote social interaction such as role play, group time, outdoor play and snack time are carefully planned to help children develop friendships and grow in their understanding of their role in the school's community.

#### **28. Attendance**

15. The school has continued its good practice and the level of attendance in both morning and afternoon sessions remains very good. Staff and governors work with parents to encourage children's regular attendance but there are a few absences because of extended visits to families abroad. Most children arrive punctually and activities start very promptly.

### **QUALITY OF EDUCATION PROVIDED**

#### **29. Teaching**

16. In the previous inspection, the quality of teaching was judged to be good and often very good. The findings from this inspection show that teaching quality ranges from satisfactory to excellent and is very

good overall. In 92 per cent of lessons teaching is good, very good or excellent. In 88 per cent of cases it is very good or excellent. In 20 per cent of lessons it is outstanding. It is a great strength of the school and is a significant factor in the good attainment achieved by many children. Teamwork is excellent and staff are clear about their roles in the classroom and very willing to support one another. There is shared commitment to providing the best possible education for children. There is a happy and relaxed atmosphere in the nursery which helps children to feel secure and grow in confidence.

17. Teachers and nursery nurses have a very good understanding of the needs of young children and how they learn. They go to great lengths to provide imaginative and stimulating activities that capture children's interest while ensuring they learn what is required in the recommended curriculum for their age. Expectations are high. Careful assessments of what children can do are used to set targets for learning and appropriate tasks are planned to enable progress to be made in developing skills. Staff are skilful at questioning children to extend their vocabulary, develop their thinking and check their understanding. Every opportunity is taken to reinforce learning across all the areas of the curriculum for the under-fives.
18. Pupils are managed extremely effectively. The excellent organisation and deployment of staff and parent helpers mean that children always have ready access to adult support. There is an appropriate mix of activities chosen by children and tasks to which they are directed by teachers. Children are given opportunities to work alone, in pairs, groups and as a whole class. The pace of work permits time for children to master skills and engage in conversations but they are not allowed to waste their time by flitting from activity to activity, as careful records are kept of what they do and how they work. Resources are of a very high quality and are used very effectively. Many of them are made by staff in order to match more closely the particular requirements of the nursery.
19. There is a consistent approach to the teaching of children with special educational needs, who make good progress. Staff recognise that many children make slower progress because they have a limited knowledge of English and this does not reflect their ability to learn. The support of bilingual staff is invaluable in ensuring that all children are able to take part in and contribute to all experiences. It makes a positive contribution to the good progress made by these children by the time they leave the nursery.

### 33. **The curriculum and assessment**

20. The previous inspection report describes the curriculum as laying sound foundations for the National Curriculum. The findings from this inspection provide evidence of improvements in curricular provision and the quality is now very good.
21. The curriculum is broad in that it covers all the six areas of learning outlined in the recommended curriculum for children under five. It is balanced in that children have regular, planned opportunities to engage in all these areas of learning during their time in the nursery. It reflects the school's aims and is very effectively structured through relevant themes and topics which provide children with insights into the world in which they live. Every effort is made to make activities interesting and practical, such as hunting for apples with numbers on in the school grounds, cooking to see the changes that take place in ingredients, using real fruit for examination under a magnifier and finding on a globe where it comes from. All children have equal access to all aspects of the programme of learning which is modified, as necessary, for those with special educational needs. Strong foundations are laid for the National Curriculum.
22. There are suitable written policies in place for all the areas of learning and these are understood by staff because of their involvement at every stage. Curriculum plans build systematically, through the year children spend in the nursery, on what children have learned and what they need to learn next. There is a very good mix of activities which children can choose from but also an appropriate balance of tasks

they are expected to do with staff. Very effective links are made across the areas of learning which help children to remember what they have experienced as these reinforce their skills and knowledge. Children's experience of 'apple day' included rigorous work in science, art, mathematics and language development.

23. The curriculum is enriched by a good range of educational visits to places of interest such as a park, the fire station, the seaside and a rural area. Parents are involved at home through a toy library and weekly activity sheets which they are encouraged to do with their child. The development of the outdoor space is enhancing the quality of the curriculum not only for physical development but also for providing more opportunities to study wildlife and develop early geography skills.
24. Assessment is very good. Children are assessed within a few weeks of starting nursery and a written report is discussed with parents after five weeks. Targets for making progress are set and weekly reviews of learning build into an attractive and useful record of achievement that children keep as a memento of their year. In addition, a helpful list of children's attainment against the outcomes for learning expected in the recommended curriculum for the under-fives is provided for parents and sent on to the school to which children transfer when they are four. Clear evidence is provided for parents of their children's strengths and weaknesses and guidance is given on how they can help. Staff know the children very well and as well as engaging in daily informal exchanges they meet with parents regularly to report on progress.
25. The provision for those with special educational needs is excellent. The policy conforms to the Code of Practice. Children with learning difficulties are identified early through planned observations and assessments of their needs. The resulting individual education programmes are detailed and regularly reviewed. The focus of their work is rightly targeted at language and literacy, with due attention paid to numeracy.

#### 39. **Pupils' spiritual, moral, social and cultural development**

26. The previous inspection found this to be promoted very effectively and the quality of provision is being maintained. The ethos of the school, the displays and the resources reflect the diversity of culture in the local area, not just for the considerable numbers of children with Asian heritage but also for the indigenous English. Chinese and Afro-Caribbean cultures are included in the work. Children are taught to respect the principles and beliefs on which various groups of people order their lives and are encouraged to learn about them.
27. Provision for spiritual development is very good. There are many opportunities for developing a sense of awe and wonder as children use magnifying glasses to study mini-beasts and plant seeds. They are taught about seasonal changes, the life cycles of insects such as butterflies and the behaviour of animals such as squirrels and hedgehogs in winter. The outdoor area is used very effectively to help children appreciate the natural world as they plant bulbs, clear leaves and examine trees. Exciting visits to the seaside and the countryside provide opportunities for reflecting on the beauty of the world. Listening to music and examining the work of famous artists and then trying to imitate them help children realise how gifted people can inspire a range of feelings in others. Celebrations of the important festivals from major world religions help children to realise that the teachings of a religion guide people's actions in their daily lives.
28. Provision for moral development is very good. The school sets high expectations of children in the ways in which they deal with others. They are taught to understand what is wrong, such as stealing, hurting another or being selfish, and what is right, such as being kind, sharing and friendly. Children are encouraged to take turns and co-operate. They are encouraged to pick up litter, care for the environment and treat living things with respect. They are taught to celebrate the differences as well as the similarities between people.

29. Social development is very good. There are planned opportunities for children to mix with one another; snacks are prepared for the rest to eat, games with a parachute develop trust, role play in the home corner helps children to come to terms with various relationships and group activities such as outdoor play and music-making promote a sense of community. Children are encouraged to discuss the consequences of behaviour through stories and incidents that may arise. They have helped to make notices in the book corner that show they understand the need to consider others. Children are expected to share materials, take turns, listen to adults and one another, and tidy up.
30. Provision for cultural development is very good. Very effective use is made of artefacts provided by those of Asian heritage and there are very good resources for multicultural education, including books, jigsaws, dolls and dressing-up clothes. Many of these are made by staff who use photographs and computer graphics to produce high quality games and books. Opportunities are taken to make links across cultures where appropriate such as festivals connected with food and light. An example of the commitment shown by the school is the visit made by the headteacher to the area of Pakistan where most Asian families have their roots. Traditional songs, rhymes and stories promote British culture and celebrations such as bonfire night and maypole dancing are acknowledged.

#### 44. **Support, guidance and pupils' welfare**

31. Since the last report the school has continued to be a caring and supportive community where the children feel secure and happy. Concern for the welfare of the children remains central to the aims of the school. There are very good relationships at all levels and staff work hard to foster strong links with all the parents. This strong link with parents enables staff to be very knowledgeable about the children and this ensures the provision of very good pastoral care. Support and guidance are informed through the careful monitoring of children's personal development, behaviour and attendance. The provision for children with special educational needs is excellent and both they and their families are well supported by the school. The support for children for whom English is an additional language is very good and the good progress made by these children is the result of the careful planning and particular use of the expertise of the bilingual staff. This is a very good example of how well the school monitors the progress of its children and then provides very appropriately for them.
32. The school's measures to promote discipline and encourage good behaviour are very good. Policies are well understood and practice is consistent throughout the school. The monitoring of behaviour and discipline is very good. Children have the confidence to go to an adult if they feel something is wrong and staff respond sensitively to their needs. This consistent practice contributes positively to the quality of children's learning.
33. The school's procedures for child protection and promoting children's well-being are very good. Staff are experienced and vigilant. The school's policy in health and safety matters continues to be very good. However, although the school has done all it can, the lack of provision to shower or change a child in privacy, highlighted in the last report, remains unresolved. In all other respects this school continues to do all it can to protect pupils from harm. Staff work hard to provide an environment where everyone feels valued and where children's well-being is paramount.

#### 47. **Partnership with parents and the community**

34. Since the last report the school has continued its very good partnership with parents. The school values this partnership and is constantly working to improve it still further. The school encourages all parents to become involved in their children's learning. Parents appreciate the books and games on loan from the toy library and staff encourage parents on how to use these toys at home to reinforce their progress. The school extends its partnership with parents still further by running such courses as 'Parents as Educators'. A new feature in this nursery is the introduction of weekly activity sheets, to reinforce

literacy skills, which the children take home at the weekend. Parents are very appreciative of these initiatives, which they feel help to reinforce the children's learning and make them more skilled in helping their children at home. Information for parents is very clear and they know they can talk to staff about their children's progress at any time. Parents of children with special educational needs are fully involved in the consultations and reviews of progress. Parental support of the school includes voluntary financial contributions to assist the school with the provision of resources.

35. The life of children in the nursery is enriched through very good links with the community. Through a selection of outings to parks, pupils are introduced to the changing seasons, animals, the fun of a picnic, different modes of transport and a very popular visit to a cafe. Parents are always encouraged to take part in these outings. Visitors to the nursery include people who provide an active role in helping society such as the police, fire brigade and school crossing patrol. Another development within the community is associated with the elderly who are entertained by the children at Christmas, and this year will be serving them refreshments. The positive way the school is involved within the community helps to broaden the children's understanding of their environment and the wider world.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **49. Leadership and management**

36. There is strong leadership providing clear educational direction for the school. Over a number of years the excellent leadership of the headteacher has been instrumental in introducing, implementing and maintaining very effective practices to manage the school. This has been all the more important since the headteacher spends almost all her time teaching. All staff value the contribution the headteacher makes to the teaching and are very willing to assist in the management of the school. Their job descriptions clearly outline their roles and responsibilities. There is only one other full-time teacher at the school, who is not a deputy, but provides a partnership with the headteacher in the management. Each carries many responsibilities and together they share the monitoring of the work of the school.
37. The very good management involves all staff and governors in supporting the headteacher in the decision making. All work together in identifying relevant priorities and targets for the school development plan. Governors assist the school in taking whatever necessary action is required and the progress towards the targets is monitored and evaluated. Governors are fully involved in the discussions about the range of policies, which guide and support the work of the school. They are reviewed regularly and updated when necessary. The governing body is interested in many aspects of the policies and question staff about them to extend their understanding and help them provide better support. The school's aims are incorporated in its mission statement and these are reflected through all its work. Although the governors have limited powers when making budget decisions they take their responsibilities seriously and undertake training to equip them for their role as 'critical friend'. Some governors visit the school frequently and take considerable interest in the work of the children, particularly those with special educational needs. Governors are regularly updated about the progress of those children with special educational needs and ensure that they are receiving all the support to which they are entitled.
38. The school has an excellent ethos, which reflects its commitment to the highest achievement possible for the children. It is a very effective place in which to learn, and there are excellent relationships between staff, parents and children and very good equality of opportunity for all. All statutory requirements for nursery schools are met.

### **52. Staffing, accommodation and learning resources**

39. The number, qualifications and experience of teachers and support staff are excellent for teaching the



curriculum for under-fives. Since all adults are involved in the teaching; they must have a secure knowledge of the foundation that needs to be laid to prepare children for the work of the National Curriculum and all are well qualified to do this. There are three bilingual nursery nurses to particularly support the children of Asian heritage for whom English is an additional language. One is full-time, one is part-time and one is temporary but all are doing an excellent job of enabling the children to make progress in the areas of learning and learn English while this is happening. All staff are encouraged to attend a wide range of in-service courses, which they do; and this has a positive effect on the teaching and children's learning. The headteacher has attended courses and visited Pakistan with other teachers to extend her knowledge and understanding of the backgrounds and families of children in the school.

40. There is good accommodation to teach the curriculum. Teaching spaces are bright, attractive and well organised. The building is well maintained and very clean. The displays of children's work in all areas of the school are used to good effect and make the classes an attractive place for children to learn. The school has specific areas which offer children opportunities to be quiet, comfortable and relaxed, such as the book area. It has a place for families to meet, or for parents to receive training on such courses as 'Parents as Educators' or to look at a range of books and games for their children to do at home. Although the accommodation provides well for the teaching, it lacks an area of specialist provision for the welfare of the children. There is no facility to shower, change a child or give specialist medication in privacy.
41. The level of learning resources to support the teaching is very good. These have been built up over time and are stored and cared for very well. The school also provides furniture from the allowance for resources and all of it is in very good condition. Much of the equipment is of high quality and many resources used in the toy library and classes are made by the staff. Parents are concerned that their children should always have very good quality resources and give voluntary donations of money to supplement the allowance. This has allowed staff to purchase an additional computer to develop children's information technology skills and many attractive books, particularly the large reading books that staff use with the children. The outdoor provision is very good, with a wide range of equipment. Staff have spent considerable time in developing the school grounds to create a stimulating place to learn outdoors that complements the indoor one. The outdoor area provides particularly effectively for all the areas of learning.

#### 55. **The efficiency of the school**

42. At the time of the last inspection the budget was managed by the Local Education Authority, apart from a small amount of money that was managed by the school. There has been no change. Parents make voluntary contributions which are added to this small allowance and doubles the sum available, to provide learning resources, furniture, administration costs and cleaning materials. The school plans very carefully how it will use this money and has to identify priorities. Educational developments are supported through careful financial planning, which is very good. The governing body works closely with the headteacher, who regularly reports to governors on the progress made. The day-to-day administration is very good, with the headteacher supported by a part-time secretary who is very efficient. The headteacher undertakes much of the administration herself and generally this works well. The school runs smoothly.
43. The efficiency of the school was judged to be good at the last inspection but it has now improved. The use of teaching and support staff is excellent. The training they attend improves their knowledge and expertise and this has had a positive effect on their teaching, which is better. The support staff provide both bilingual and special needs expertise which has a positive effect on children's attainment and progress. The use of learning resources and accommodation is excellent. Every available space is used and nothing is wasted. There have been considerable improvements to the outdoor area with such additional aspects as the adventure garden. In terms of the standards achieved, quality of education provided and very good use of the small amount of money it receives, the school provides very good

value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

#### **57. Personal and social development**

44. Personal and social development is a strength of the school. There is no reference to attainment in personal and social development in the previous inspection report, as this was not then a requirement. The findings from this inspection show that children's attainment is good and by the time they are five, children are likely to achieve more than is required by the desired outcomes outlined in the national recommendations for children under five.
45. Children have already established very good attitudes to learning. They are interested and well motivated. They are willing to persevere at tasks until they are completed and take care over their work. Although many are quiet, they are confident and trust the staff and adults who support them. They are making friends, learning to consider the needs of others and establishing very good relationships. They can work alone and co-operate happily as a member of a group. They understand the need for rules and routines, as shown by the creation of their own code for conduct such as being quiet in the book area. They treat resources with great respect and tidy up without prompting. They know what is required for personal hygiene and will independently wash their hands properly as necessary. They demonstrate concern for others, as shown by their reaction to children who are upset. They are developing a good sense of the diversity of cultures because of the ethnic mix in the nursery and there is no evidence of racial tensions. They are learning to solve simple problems and growing in independence. They willingly take on responsibilities for self-registration and the preparation of refreshments for snack-time.
46. Behaviour is excellent and this reflects the findings from the previous inspection. Children show great maturity for their age. They carry out their tasks quietly and with a very high degree of self control. They obey instructions and know how to share equipment and take turns. They are polite to adults and show respect. They move around the school in an orderly way and behave appropriately even when not under the direct supervision of staff.
47. Progress is very good. Children are learning to live in a multi-culturally diverse community and are learning to respect the beliefs and customs of others through such celebrations as Christian and Muslim festivals. Through the topic work on themselves, the educational visits to places of interest and the visitors to school, they are developing a sense of who they are and where they belong. They increase their sense of self-worth through being praised for their efforts. They are learning responsibility for the environment through the study of plant and animal growth, involvement in the outdoor garden area and litter collections.
48. The teaching of personal and social education is never less than good and is usually very good. Staff provide many planned opportunities to develop this aspect through shared creative activities, role play in the home corner and outdoor games. Children are expected to act sensibly and the behaviour policy is applied consistently. Whenever possible, children are encouraged to help one another such as by unfastening aprons and sweeping up sand or leaves. Stories are used very effectively to provide a focus for discussions on the consequences of actions. The very good organisation of resources and efficient classroom management helps to generate a calm, working atmosphere and the high quality materials, many of which are made by staff, encourage children to take care of them because they are so attractive. Children are dealt with in a firm yet sensitive manner that sets a very good example.

#### **62. Language and literacy**

49. This area of learning has a high priority on the curriculum since most children have very restricted use of language when they enter school; 65 per cent are of Asian heritage and who have English as an

additional language. Work on assessing children's ability, in order that teachers can provide the right starting points, begins before children enter school and a literacy programme to improve attainment starts immediately. The previous inspection report judged standards to be good and the findings from this inspection are that children's attainment has been maintained. Although most children are still three years old and have only been in school for a few weeks, they have begun formal literacy work and the attainment of the majority is good for their age. By the time they are five, the majority are likely to have progressed beyond the desired outcomes outlined in this area of learning in the curriculum for children under five.

50. The daily programme encourages children to take part in conversations and many volunteer information about their family and respond to photographs of such class activities as a visit to the park to look at autumn changes and colours. They listen attentively in small groups of six or seven and in large groups, which could include the whole class, in such situations as snack time, outdoor play, role play or storytime. They carry out an activity having listened to simple instructions - for example, making an apple crumble on apple day. They readily respond to questions about a story. Usually they are not distracted by other nursery activities when listening to adults but, since they are so young, some have to be reminded. Although the children for whom English is an additional language do not have the English vocabulary to express their thoughts and convey meaning to those listening, they are able to do so in Punjabi, with bilingual adults introducing English words. The bilingual children are continuing to develop their home language and are gradually learning English.
51. Nearly all children enjoy handling and looking at books. They turn the pages carefully and put them away in their proper place. They show others their favourite books and look at the pictures, behaving like a reader as they 'read' them. They talk about the pictures when questioned by adults and enjoy hearing the same story again, often remembering parts that were amusing or beautiful. For example, after listening to the story of 'The Hungry Caterpillar' they were able to imitate its movement to music and explain the change to a butterfly. They memorise nursery rhymes and songs and join in with action rhymes. They invent stories in such role-play situations as the home corner and dressing-up. They improvise with play equipment outdoors, by, for example, using large barrels as a train and taking on roles of train driver or passenger. They have a growing awareness of words on labels and know that some words are used for directions - for example, in the toilet areas where both English and Urdu text is used.
52. They are able to find their own name in the cloakroom and can select it from a list of other names in the classroom. They are aware that their name is made up of different letters and they are learning the sounds of those letters; some children are already able to say which letter of the alphabet is at the beginning of their name. Many are making attempts to write their name and can form some letters unaided. A few will write their names completely unaided, although the odd letter formation may be incorrect. They select pencils or felt pens to write and some children are creating letters, trying to self-correct as they become aware of the difference between their writing and the more conventional style.
53. Since the children's starting point is low and the majority are learning English as an additional language, their progress is at least good and often very good. Some were unable to hold a pencil but now have increased control and make good attempts to form letters. Most children lacked opportunities to look at books but now choose to 'read' and enjoy them. Although the bilingual children may not know the English words to communicate, they are developing the skills they need to read and write at least at the same pace as those who have English as their main language. This good progress owes much of its success to the very effective ways that bilingual staff work with English speaking staff to ensure that every child has the same opportunities to develop their literacy skills.
54. The quality of teaching is very good. This is an improvement on the previous inspection report where teaching was judged to be good overall. All staff are involved in the teaching and they plan very effectively to create a literate place for children to learn. There is a cosy, well-stocked book area and a well-resourced drawing and writing workshop. There are large print labels on all materials and

equipment used by children and appropriate captions on displays. Signs and notices around the school emphasise the need for words and that print conveys meaning. Staff use every opportunity to encourage children to communicate by speech and reinforce this when explaining to parents how they can help them at home. Staff lose no opportunity to engage children in conversations which help them to listen and respond appropriately. They participate in the role-play, to extend imagination and use of language. They are particularly skilled at talking to children as they work at any activity but emphasise their use of letters and words when they communicate through drawing. Staff provide much encouragement in activities that help children to become confident readers; for example, they talk about and read the print around them and read and share books. They raise children's awareness of the sounds of patterns of letters in rhymes and how the sounds of letters link to symbols, such as at the beginning of their names. All staff take considerable time to provide such high quality resources as simple reading books, information books about print in the community and games to encourage reading. Teachers make worksheets for children to take home every week and these are explained to parents, who help their children, contributing to their literacy skills. They support children in becoming confident writers by acting as a scribe for children to record their experiences and encourage them to make marks linked to a range of activities. The support staff are deployed extremely effectively and this excellent team working with everyone involved in the planning, recordkeeping and assessment ensures a consistent approach to everything they do.

## 68. **Mathematics**

55. The previous inspection report judged standards in mathematics to be good and the findings from this inspection are that standards of attainment have been maintained. Although most children are still three years old and have only been in school for a few weeks they have begun formal number work and the attainment of the majority is good for their age. By the time they are five, the majority are likely to have exceeded the desired outcomes outlined in this area of learning.
56. Many children can already count to ten and a few can count to 20. Although they are only just beginning to recognise numbers' symbols, they can match them up to ten. Some children are aware of larger numbers in everyday life such as house and telephone numerals. They know that calculators are used in number work, that money is exchanged for goods when shopping. They are aware that scales are used for weighing ingredients in cooking and they are using the appropriate vocabulary for comparing containers that are full or empty, lengths that are long or short, objects that are big or small. They know the names of simple shapes and can sort objects according to colour, shape or size and sometimes combine two of these attributes. They are introduced to symmetry through activities such as painting on one side of a piece of paper and folding it. They can join in traditional number games and rhymes.
57. Considering their starting point on entry to school, and that many children are learning English as an additional language, they make very good progress. Although not always able to explain what they are thinking or doing, except in their first language, children demonstrate from their actions in practical tasks that they are developing an understanding of the number system. Children are extending their knowledge of the vocabulary associated with this area of learning. They are learning that there is a variety of ways to measure objects. They develop a sense of time through the sequence of daily routines. Those children who are learning English benefit greatly from the effective input from bilingual support staff.
58. The quality of teaching is never less than very good and sometimes it is excellent. This is an improvement on the findings from the previous inspection where teaching was judged to be good overall. Activities are planned very carefully to stimulate children's interest, meet the requirements of the recommended curriculum for the under-fives and are based on assessments of the progress children are making. Support staff are deployed very effectively and their involvement in curricular planning and recordkeeping ensures a consistent approach to the teaching of skills. Staff go to a lot of trouble to

provide high quality resources, many of which are made by them, and bring an imaginative approach to make learning enjoyable; for example, they laid an apple trail in the school grounds to teach number recognition. Relationships are excellent and expectations are high. The very good quality of teaching makes a very significant contribution to the standards achieved by children.

## 72. **Knowledge and understanding of the world**

59. This area of learning was not in existence in its present form at the time of the last inspection. The school has reviewed and improved provision for the history and geography aspects and these are now well integrated with the other aspects such as science and technology. Children's attainment is sound overall and by the time they are five most children are likely to attain the desired outcomes outlined in the national recommendations for children under five.
60. Children use all their senses to explore a range of natural materials such as sand, water and dough. They make concertina books showing the sequence of life cycles of trees and insects. They know that plants need sunshine and rain to grow through gardening activities. They can name members of their family and their address. They can describe what they can do now which they could not do as babies. They can make models from construction toys, creating their own and following a photograph. They are able to choose appropriate materials for making models such as trees and they use a range of cutting, sticking and joining tools with due attention to safety. They are developing control over a mouse to move pictures on a computer screen. They are aware of changes that take place when ingredients are cooked and use magnifiers to examine fruits and seeds. Outings to places of interest such as a country village, a park and the fire station help children to learn about the world outside the classroom. There is a significant percentage of children who do not yet have sufficient knowledge of English to talk about what they have learned but, with the help of bilingual support, they are able to experience all aspects of this area of learning.
61. The progress that children make is good considering their low starting point. They are learning the vocabulary necessary to explain what they are doing and to ask their own questions. They are developing good skills in observation and are becoming more curious about the world around them. They gain confidence in the use of a computer to support learning and greater control over tools and implements. They are becoming more active learners as they experiment with different glues, baking ingredients and find out which countries fruits come from.
62. The quality of teaching is never less than very good and is sometimes excellent. Activities are planned with very good attention to the needs of the children and with imagination so that children's interest is maintained. The very effective deployment of staff means that children have ready access to the help they need and they can be targeted for specific teaching of skills. All staff are skilled at questioning children to ascertain their understanding and extend their knowledge. Children are dealt with patiently and are given time to think through experiences. The development of language is given a very high priority. Relationships are very sensitive and supportive. Teamwork among staff is excellent and this ensures consistency and continuity in learning. Staff are very knowledgeable about the needs of young children.

## 76. **Physical development**

63. This area of learning has improved since the last inspection. Children's attainment is better than might be expected for their age in both indoor and outdoor activities. At the last inspection the more structured activities provided indoors were judged to enable better attainment than those provided outdoors but this is not the situation now; they are equally good. By the time they are five, most children are likely to achieve more than is required by the desired outcomes outlined in the national recommendations for children under five.

64. Children run, hop, jump and climb with confidence. They have an increasing awareness and control of the space around them as they take part in dancing and music and movement. The improved area for ball play has improved children's spatial awareness and their ball skills as they throw, catch and bounce balls. They are learning to choose games which are appropriate to the space. They make use of climbing frames and in the adventure garden they balance on wooden beams and stepping-stones. Generally, they play safely on wheeled toys but a few are still acquiring pedalling skills and some need more control. They show better control with such tools and objects as scissors, pencils, crayons, paintbrushes, glue sticks and the computer mouse. They use taps and flush toilets competently. They use such construction toys as 'Edra' confidently. They press objects such as pebbles and sticks into wet sand, make models such as apples from playdough and complete puzzles with interlocking pieces.
65. Given the age of the children and their assessments on entry to school their progress is very good. They are gaining increasing control over their bodies. The many opportunities they have for repeating physical activity increases dexterity and the likelihood of falling or bumping into others becomes less week by week. The outdoor area activities are making them more aware of the presence of others and how to avoid bumping into them. They are learning to handle tools appropriately and with safety. As they gain more control of these tools they progress in other areas of work. For example, better control of brushes produces improvements in painting and now that they have control of pencils they can write.
66. The quality of teaching is very good overall and has improved since the last inspection when it was judged to be good overall. In the last report teachers were found to miss opportunities to extend the learning outdoors but this is now improved. Teachers plan the activities carefully and each adult knows the importance of talking to children and questioning skilfully to ensure that they understand what they have to do and that progress is made. Staff have made great efforts to provide an adventure garden as part of the experiences for physical development and this area provides more challenging outdoor play. Staff are particularly good at teaching and supporting children when they use the larger apparatus; help them to gain confidence in using space and equipment imaginatively; and show them how to use tools, equipment and materials carefully. The teaching is very effective, as it harnesses children's natural eagerness to explore and develop their physical skills and exploit opportunities adventurously. Staff provide challenging and imaginative but safe indoor and outdoor activities which encourage children to respond confidently and with increasing skill.

#### 80. **Creative development**

67. The previous inspection report judged children's attainment in this area of learning to be good and the findings from this inspection are that they have been maintained. The children are still only three and are producing work that is better than might be expected for their age. By the time they are five, they are likely to attain above the desired outcomes outlined in the national recommendations for children under five.
68. Children explore sound when they listen to recorded music and the music they make themselves with percussion instruments. They begin to make patterns with sound as they rattle a stick along the railings of the adventure garden or rustle through a carpet of fallen leaves. They have favourite rhymes and recognise the music when it is played. They explore colour and know the primary colours and their names. Bilingual children have learned the names in English. They select variously coloured crayons or pencils for different objects in drawings and paintings. They know that some objects, such as oranges, have traditional or appropriate colours. On 'apple day' they made observational drawings using green, red or yellow colours for their apples. Children use a wide range of materials to make pictures and decorate objects. Collage materials were used to make butterfly pictures showing symmetry and children collected leaves and conkers to make autumn pictures. They used a whole range of materials to make the interactive autumn frieze. They use their imagination in art, music and story to listen and observe. When listening to taped music they move spontaneously and appropriately.

69. In the few weeks they have been at school children's progress is very good. They are learning to observe patterns and colours in the environment, such as leaves turning brown and grey sky when it rains. They are beginning to discover that when one colour is mixed with another it changes. They are learning how to make patterns with sound and have a growing awareness of such domestic sounds as telephones and doorbells. They are becoming more aware of the behaviour of some materials - for example, paper can tear or fold. The many opportunities to experiment with percussion instruments show an increasing ability to use their imagination. They are beginning to choose resources to express ideas and communicate their feelings - for example, glitter paper for making fireworks and percussion to suggest a point in a story.
70. The quality of teaching is very good overall and sometimes excellent. Staff work together very well as a team and there is a consistent approach to all aspects of creative development. All staff plan the curriculum together and provide a range of experiences in art, craft, music, dance, story making and imaginative play to develop children's ability to express ideas and feelings in creative ways. The bilingual adults provide particularly good support to teachers when a new song has to be taught or instructions are needed in movement or there is a storytelling session. Art skills are being gradually introduced and bilingual children secure support from appropriate staff so that they progress at the same rate as others. This is all planned very carefully each week with support staff deployed most appropriately to use their specific areas of expertise. Staff ensure that there is a good balance of teacher directed work alongside that which provides choice for children. The very good quality resources are used very effectively and, when necessary, they are modified for children with special needs. The organisation of resources for this area of learning is particularly good and children are gradually becoming independent learners.



## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

71. An inspection team of three inspectors, including a lay inspector, spent a combined total of seven days in the school. Before the inspection a range of school documentation was analysed. The Registered Inspector met the headteacher, staff and chair of governors on a pre-inspection visit.
72. During the inspection, further documentation, schemes of work, teachers' planning, attendance registers, minutes of meetings and curriculum plans were examined. Pupils' records and reports were scrutinised. The work of children with special educational needs was observed and their individual education plans were examined. The work of bilingual children was observed as they worked with the bilingual nursery nurses. Samples of homework were inspected.
73. The children's literacy attainment and their ability to work with numbers were assessed.
74. Meetings were held with the headteacher, teachers, support staff and some governors. Informal discussion took place with the caretaker, parents and volunteers.
75. Before the inspection a parents' meeting was held which eight parents attended. No questionnaires were sent to parents but there were 20 parents who wrote to the Registered Inspector supplying additional views to those raised at the parents' meeting. All views and information informed the judgements made by inspectors.

### 89. DATA AND INDICATORS

#### 76. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Nursery school	40	1	9	0

#### 77. Teachers and classes

##### Qualified teachers

Total number of qualified teachers (full-time equivalent)	2.1
Number of pupils per qualified teacher	19

##### Education support staff

Total number of education support staff	6
Total aggregate hours worked each week	156

Average class size:	20
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## 78. Financial data

Financial year:	97/98
	£
Total Income	6,237
Total Expenditure	6,237
Expenditure per pupil	155.92

## 92. PARENTAL SURVEY

### 79. Summary of responses

Parents did not receive questionnaires but 20 families wrote letters to the Registered Inspector expressing their views about the school. All the letters were positive, explaining why parents consider this to be a good school. The letters gave a range of views that included the following information:

- children and families are well supported by the school;
- discipline is very good and children are secure and happy;
- children attend the school willingly and enjoy the range of play activities;
- support and guidance is very good particularly for those children who have special educational needs and those for whom English is an additional language;
- the school provides very good information for parents including new sessions on children's progress;
- children's attainment is often better than parents expect and they are very happy with what their children can do when they leave the nursery;
- staff are friendly and approachable and always willing to listen to any concern and help to resolve it;
- most parents are willing to assist their children at home with any task from the toy library or a worksheet suggested by staff;
- the headteacher provides very good leadership and she and the staff offer an appropriate curriculum and place to learn for the children in their care