

Jakeman Nursery School

Inspection report

Unique reference number	103136
Local authority	Birmingham
Inspection number	376831
Inspection dates	26–27 January 2012
Lead inspector	Georgina Beasley

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Zahor Malik
Headteacher	Baljit Chaudhri
Date of previous school inspection	25 June 2009
School address	Jakeman Road Balsall Heath Birmingham B12 9NX
Telephone number	0121 4403066
Fax number	0121 4408310
Email address	enquiry@jakeman.bham.sch.uk

Registered childcare provision	EY286505 Jakeman Neighbourhood Nursery
Number of children on roll in the registered childcare provision	40
Date of last inspection of registered childcare provision	3 December 2008

Age group	3–5
Inspection date(s)	26–27 January 2012
Inspection number	376831



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Introduction

Inspection team

Georgina Beasley

Additional inspector

This inspection was carried out with two days' notice. Six hours were spent observing teaching and learning and 24 adults were observed teaching. Meetings were held with staff and representatives of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. She observed the school's work, and looked at the children's learning journeys, planning and assessment information, monitoring reports, safeguarding policies and procedures and the centre improvement plan. The inspector received and analysed 90 questionnaires from parents and carers and 20 from staff.

Information about the school

This is a larger than average nursery school. Nearly all children are from minority ethnic backgrounds and the majority speak English as an additional language. There is a below average proportion of children with special educational needs. The proportion of children known to be eligible for free school meals is high. Jakeman Neighbourhood Nursery located on the same site is managed by the governing body and is registered to provide day care for 50 children aged from birth to four years for 50 weeks of the year. The nursery school and neighbourhood nursery have the Birmingham Healthy Settings award.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good nursery. All staff working in the nursery school and neighbourhood nursery work closely together to provide enjoyable learning experiences that ensure every child's good learning and progress.
- Children feel safe and behave well because they receive positive support from adults.
- Relationships with parents and carers are extremely positive. They all feel well informed about their children's progress and fully involved in their learning.
- Interesting activities, celebrations and events broaden the children's knowledge of the wider world and build their speaking and language skills well. Adults constantly talk to the children about their personal experiences, but many children who speak English as an additional language lack the confidence to respond by talking at this stage of the year. Adults do not always consider precisely how they plan to teach speaking skills and to encourage the children to talk in all activities.
- Since the previous inspection, leaders have tackled effectively the areas identified in need of improvement. Good teaching, well-organised indoor and outdoor learning environments and a varied range of activities promote the children's learning well. The governing body gives good support to all aspects of the nursery's work.
- Comprehensive assessment procedures help adults to track closely children's progress in all areas of learning. Adults collate detailed notes about children's learning into individual records of achievement and use the information well to identify which individuals and small groups of children to work with on targeted skills.
- The nursery school's leaders analyse assessment information rigorously and take effective action if individuals or some groups of children's progress slows. The information is not always used so well to focus subsequent monitoring activities and to measure the success of actions against the targets set for improving the children's achievement.

What does the school need to do to improve further?

- Improve the speaking skills of children who speak English as an additional language so that they all become confident talkers by the time they leave

nursery.

- Extend planning procedures to show how adults will target the teaching of speaking and language skills in all activities in all areas of learning.
- Ensure the rigorous analysis of assessment information about different groups is always used to focus monitoring activities and measure improvement against subsequent targets for raising the children's achievement.

Main report

Achievement of pupils

Children start nursery with knowledge, skills and understanding below those expected for their age in all areas of learning. Children enjoy taking part in a varied range of activities throughout the day and soon become enthusiastic learners. Every day, children have good opportunities to work individually with an adult or in a small group on specific skills. As a result, every child, including disabled children, those with special educational needs and those who speak English as an additional language, makes good progress and achieves in line with national expectations by the end of the nursery year. They all make particularly good progress in their physical and personal, social and emotional development and are confident learners by the time they leave the nursery. Boys in particular enjoy all of the practical activities indoors and outside and many catch the girls up from their lower starting points on entry to nursery.

The interesting topics provide a wealth of opportunities to listen to favourite rhymes and stories and to create role-play areas in which to develop language. Through activities such as 'silly soup', children are beginning to learn that letters make sounds which they can use later in their reading. Many children become confident speakers after only a few months at nursery and their progress begins to accelerate thereafter. Children who have little or no English when they start are slower to develop their speaking skills. Staff explain and guide learning in both English and the children's home language to help them succeed with new learning and skills such as how to use scissors for the first time, pedal a trike with two feet or understand that adults read the written words when telling a story. Children often respond to adults' explanations and questions with actions and/or gestures rather than by talking to show what they have learned and how much they have understood.

Quality of teaching

Adults plan a varied range of interesting activities that build the children's confidence and self-esteem well and help them to become enthusiastic and independent learners. Staff meet at the end of every day to evaluate and plan activities that build effectively on what the children have learned that day. This ensures that all adults know the children's needs when they join in with their independent play and when they work with individuals and small groups of children on targeted skills in adult-led tasks. Key workers collate the assessments of children's learning and note not only what the children have achieved but also whether there are any gaps in particular

skills or areas of learning. Adults observe the children closely and give support to anyone they see is struggling with a particular task or skill. The inspection endorses the view of nearly all parents and carers who say that their children are well taught. The curriculum promotes the development of a wide range of skills including early reading, writing, mathematics and computer skills. The organisation of the indoor environment into learning areas helps focus the children's attention too on the different skills they are expected to perfect. They are pleased when they accomplish a new skill or complete a task successfully.

Adults responsible for each learning area plan carefully to ensure that the specific knowledge and skills for that area of learning are taught systematically and in interesting ways. Activities promote the children's spiritual, moral, social and cultural development well such as understanding the cold of winter through feeling ice, and enjoying fortune cookies to learn about Chinese culture. Adults plan well how the children will develop and use their speaking and language skills in the communication, language and literacy areas. While they plan how to develop early reading and writing skills, they do not consistently plan how to develop the children as talkers in all other activities. Adults do talk constantly to the children about what they are doing but do not always expect the children to give a response by talking themselves. Children who speak English as an additional language are slower to talk about their learning as a result both in their home language and in English.

Behaviour and safety of pupils

The inspection endorses the overwhelming majority of parents and carers who say that their children feel safe at nursery. Behaviour is good because the children receive positive support from adults to be kind and thoughtful towards each other. Children are reminded of the nursery's rules when playing and regularly during key worker group time. Children wait patiently for a turn with toys and equipment and know that they need to give them up when someone has been waiting for a while. They take care when climbing apparatus, hitting balls or riding the trikes outside, steering them safely around the space and making sure that they do not bump into other children. Bullying is a rarity because adults intervene quickly should any minor squabbles break out. Children who speak little English when they arrive at nursery quickly learn to ask for help if they are struggling with anything or on the rare occasions when someone is being unkind.

Children have good levels of independence. As soon as they arrive at nursery, the children go quickly to find and place their names on the chart so that staff know that they are in the building. Within a few minutes, they are all busily engaged in their chosen activity. They care for their personal needs well, putting on coats before going outside and/or washing hands after messy play. Children know why they need to wash their hands before eating and sit patiently and politely for their lunch to be delivered. Each key worker group has a record of the children's medical and personal needs and any changes in care needs are shared with everyone who works in the nursery to ensure consistent practice. First aid and medication logs are shared with parents and carers so they know what care their child has received that day.

Leadership and management

The headteacher provides clear and purposeful leadership. A shared vision for learning is reflected in an accurate view of the nursery's strengths and a concerted whole-staff drive to implement required improvements. All staff work as a close-knit team to ensure consistency of practice to give every child the care and support they need to make good progress. Each adult has an individualised plan for their professional development which has helped them all to increase their skills and to develop and apply to their planning a good understanding of how young children learn. The governing body is fully involved in supporting the nursery's work and especially in ensuring that it has the resources necessary to provide for the children's learning and welfare needs. The nursery has good capacity to improve. Close monitoring of individual children's progress has resulted in the identification of clear development priorities and successful actions to improve the quality of teaching and the learning environment.

The nursery promotes children's equal opportunities well. Targeted adult-led interventions for children with special educational needs support their learning well. More-able children are challenged to reach their capabilities. The nursery is beginning to use its analysis of the progress of different groups to identify the actions needed to raise achievement. For example, last year it identified that boys started with lower skills, knowledge and understanding than girls. Improvements to the curriculum and the way learning is organised helped them to catch the girls up during the year. The nursery is not yet using the information systematically to focus monitoring on the progress of all groups and to measure the success of its actions against clear targets for improving their achievement. For example, the nursery knows that English speaking children become confident talkers much earlier in the year than children who speak English as an additional language. While support is in place, monitoring has not been focused until recently to find out specifically why and to set a precise target for how their achievement in speaking will be raised.

Spiritual, moral, social and cultural development is good because of the rich experiences the nursery provides. Children visit the German Christmas Market each year and learn about a number of religious and cultural festivals and events through first-hand activities. The curriculum is good. Numerous visits, visitors and events and topics such as Black History month and Chinese New Year promote a growing understanding of the world beyond home and the nursery.

Comprehensive and consistent application of safeguarding arrangements ensure parents and carers have no concerns for their children's safety and well-being. Adults check the premises every day to ensure everything is in order. The nursery checks the identity and suitability of all staff and visitors.

The Early Years Foundation Stage delivered in the registered childcare provision

The neighbourhood nursery is good. It prepares children well for their next nursery school. Children make good progress from their starting points and go to their next setting with skills, knowledge and understanding at the levels expected for their age. Children enjoy the range of activities offered every day. They quickly learn to take turns and to share toys when playing inside and outdoors because of the positive reminders they receive about how to behave. Toys and resources promote the children’s curiosity and encourage them to become inquisitive learners. One baby spent some time spinning a wheel with bells attached and trying to work out what was making the sounds and how. Despite the varied range of activities, some children remain hesitant talkers. Adults plan well for how they will develop the children’s speaking skills in role-play and storytelling activities. They do not always plan how they will encourage the children to talk about their learning in all activities.

The inspection endorses parents and carers’ confidence that their children are safe and cared for well throughout the day. Routines are well established. Parents and carers receive good information about their children’s day including what they have eaten, when nappies have been changed and the activities they have enjoyed. The neighbourhood nursery is led and managed well. Its staff work closely with staff from the nursery school to ensure consistent practice across both sites. The consistent implementation of comprehensive safeguarding procedures and the children’s good achievement reflect the neighbourhood nursery’s good capacity to improve.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	2

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 January 2012

Dear Children

Inspection of Jakeman Nursery School, Birmingham, B12 9NX

Thank you for your welcome when I visited your nursery recently and for letting me join in with your activities. The smiles of delight when you achieved something new showed that all of you were enjoying nursery, including those of you who go to the neighbourhood nursery.

Your nursery is good. You all make good progress and try your best to learn new things.

These are the best things that I found.

- The nursery organises lots of interesting activities for you to enjoy and which help you to learn, especially in your personal and physical development.
- You all behave well which helps you to enjoy nursery even more.
- Adults give you lots of support during the day and sometimes talk to you in the language you speak at home to help you understand what to do.
- Your parents and carers are right when they say you feel safe because you know the adults look after you well.

To help the nursery to get even better, I have asked the adults to:

- help you all to become confident talkers by the time you leave nursery especially those of you who speak English as an additional language
- plan how they will help you to develop your speaking and language skills in all of the activities that you enjoy
- ensure that they use the information that they have about your progress to check what is and is not working and to measure how successful they have been in helping you reach your targets.

You can help by talking about what you do and do not like even when you find it hard to think of the words. I hope you continue to enjoy nursery.

Yours sincerely

Georgina Beasley
Lead inspector

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