

Aughton Early Years Centre

Inspection report

Unique Reference Number	106828
Local Authority	Rotherham
Inspection number	336745
Inspection dates	24–25 November 2010
Reporting inspector	Brian Padgett HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Ms Bernadette Bartholomew
Headteacher	Mrs Julie Turner
Date of previous school inspection	5 December 2006
School address	Main Street Aughton, Sheffield South Yorkshire S26 3XH
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors observed sessions in all the rooms where childcare takes place and in the part of the centre where nursery education takes place. They held meetings with governors, staff, parents and carers, and representatives of the local authority and local schools. They observed the school's work and looked at a wide range of school documentation. The returns from 74 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well the centre provides for children with special educational needs and/or disabilities and for those at risk of underachievement.
- To what extent the centre's integrated services for children and families impact on the education and well-being of the children.
- Whether the outcomes for children leaving the centre make an enduring difference as children move into their primary schools.

Information about the school

The centre provides childcare for 0 to 3 year-olds (Young Children's Base and pre-school) and nursery education (Foundation 1). It is open for 48 weeks of the year and has extended its hours to provide care for children in the morning, over lunchtime and in the evening. The centre is a Sure Start Children's Centre providing integrated services for children and families in the community. It serves an area of mixed housing and families from a wide range of social and economic backgrounds. About five percent of the children on roll have special educational needs and/or disabilities, some of a complex nature.

The registered childcare and the nursery education were inspected as a single inspection, resulting in this single report. The children's centre was also inspected at the same time. The report on the children's centre will be published on the Ofsted website, www.ofsted.gov.uk

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**1****The school's capacity for sustained improvement****1**

Main findings

Aughton Early Years Centre is outstandingly effective in providing for all its children. Children flourish under the exceptional care and support provided by the centre. Staff have high levels of professional expertise and knowledge of children's learning and development. These ensure that all children make excellent progress, including any children who are at risk of not achieving as well as others. Many of the children leave for local primary schools working at levels of development that are above those expected for children of their age and with excellent social skills and attitudes to learning.

Centre leaders have successfully realised their vision of unifying childcare, early education and of working very closely with children's families. They regard the well-being of children and their families as inseparable, and the partnership with parents and carers is of the highest order. In achieving designation as a children's centre, leaders have successfully brought together many of the services families with young children might need. The effectiveness of these services is evaluated in full in the separate Ofsted report. However, the excellent partnership between the centre and services for children contributes significantly to their achievement and development. Children who have special educational needs and/or disabilities and children in need benefit particularly from having immediate access to support from professionals other than the teaching staff.

The centre is at the leading edge of developments in childcare and early education, playing a significant role in supporting other centres in the local authority. It has strong links with a university department training teachers of the early years. It is a place where educational theory and best practice meet. It is an excellent training ground for practitioners, who speak highly of the opportunities to develop their skills and knowledge. As a consequence, children receive consistently high-quality provision throughout childcare and Foundation 1. The one exception is in the pre-school, which provides sessional care. This has recently been relocated and the centre is still developing the quality of provision in this room. Provision here is good. All children have access to the exceptional outdoor provision. The inspection took place during a spell of very cold weather. This did not deter children from the benefits of playing and learning in the fresh air, in an environment rich with structured and natural opportunities to explore and enjoy.

The leadership and management of the centre are outstanding. The organisational demands of running the centre are extremely complex. Staff deal with these very effectively because all have a clear focus on providing the best for children and serving their families. Many staff contribute to the leadership of aspects of the centre's work and they do this very effectively. Staff work exceptionally well as a team and all share the vision and aspirations of the headteacher. The governing body has improved since the last inspection. It is very supportive, evaluative and fully represents the community served by the centre. The centre has sustained the excellence of its provision since the last

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inspection and has maintained its momentum for further improvement. It provides excellent value for money.

What does the school need to do to improve further?

- Develop the quality of provision in the pre-school room further to match that provided in the other parts of the centre

Outcomes for individuals and groups of children

1

There is a wide variation in the length of time children access early education at the centre. Some children begin in the babies' room when they are a few months old and stay until they move to primary school. Others attend only mornings or afternoons in the Foundation 1 for part of the week, depending on family circumstances and preferences. In relation to the length and frequency of their attendance, children settle very quickly and boys and girls soon make exceptional progress. They often leave Foundation 1 with levels of knowledge and understanding that are above those expected for their age. Their good start is sustained into the primary schools and nearly all Aughton centre children do better than most children at the end of their Reception Year. Feedback from local schools and parents and carers support the centre's assessment that children's personal and social development is outstanding, that they have very good attitudes to learning and have made a good start to developing early reading and writing skills. Early identification and close working with other professionals ensures that children with special educational needs and/or disabilities and those from vulnerable families make the same excellent progress as other children.

Relationships between staff and parents are very good and the centre is extremely welcoming, so children feel very safe within their bases. Moreover, they learn to identify and manage risk during their activities and this helps their awareness of how to stay safe. They quickly learn the centre's routines and follow them very well, receiving much praise for doing so. Where children stay for meals, these are of a healthy nature and all children eat healthy snacks and practise good hygiene. Up to half of each session is spent out of doors in the fresh air and the children are very active. The older children develop a strong sense of independence and begin to acquire the skills they will need in their futures through the very well planned and enjoyable activities. An excellent example was seen where a walk into the main street in the village with a Road Safety Officer, staff, parents and carers to learn the beginnings of road safety was followed up the next day in the outdoor learning area. A pedestrian crossing, with model traffic lights, was set up on the track used for wheeled toys. Children stopped at the crossing, looking both ways and children on tricycles stopped to let them cross when the lights showed red.

Children's spiritual, moral, social and cultural development is excellent. Children make an exceptional start in appreciating being cared for, nurtured, caring for others and respecting differences. This is one of the reasons the centre is so effective for vulnerable children and those with special educational needs and/or disabilities

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These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	1
Children's achievement and the extent to which they enjoy their learning	1
Taking into account:	
Children's attainment ¹	1
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
The extent to which children feel safe	1
Children's behaviour	1
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	1
The extent to which children develop skills that will contribute to their future economic well-being	1
Taking into account:	
Children's attendance ¹	1
The extent of children's spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All aspects of the provision for children are at least good and the majority are outstanding. Relationships between staff and children, and between staff and parents and carers, are excellent. Resources are very well suited to the age and stage of development of the children. This is illustrated very well within the Young Children's Base. Here, resources and learning experiences are carefully differentiated through each of the rooms, from babies, to age 1 and 2, and then age 2 and 3. As a result, by the end of the class for the older children they are exceptionally well prepared to move to Foundation 1. The care for children, exemplified by practitioners and managers alike, is of the very highest order. It is particularly high for the babies. This high standard of care continues in the out-of-hours provision, where permanent staff, who know the children well, are with them during meal times and later, during activities. The centre has recently re-arranged the base for the pre-school, where children aged 2 to 3 years come to the centre for morning or afternoon sessions. At present, the quality of resourcing and interaction is not as high as in other bases, although this provision is still developing. Parents and carers were at pains to stress how much their children loved coming to the centre and how welcoming staff are. Staff, they said, went out of their way to involve them in their children's learning and progress. Staff respond very well to children with the greatest needs. The keyworker system, where adults take responsibility for a small group of children, is very effective. However, as all

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staff move bases regularly, in practice, all staff know all children well as individuals. This accentuates the friendly, family ethos of the centre, as staff greet children from other bases and spend time with them.

At a professional level, staff's knowledge of the requirements of teaching within the Early Years Foundation Stage is excellent. Planning is based closely on the areas of learning. Assessments of development and progress are carefully recorded. Records are shared with parents and carers and assessments are used to plan new experiences geared to the interests shown by children. All staff within a base contribute to assessments. For children with special educational needs and/or disabilities, a running record of provision and development is maintained, informed by the targets set by the inclusion team and by regular consultation with other professionals. For vulnerable children, family support staff are on hand to support child and family. All teaching teams plan for activities in the excellent outdoor area. A senior manager confirmed that in summer, the majority of the time is spent out-of-doors. Outdoors is arranged so that all the areas of learning can be experienced there.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The effectiveness of the leadership of the centre can be judged, in part, by the regard with which it is held by those in a position to know of its impact. The local authority recognises its excellence and frequently uses the centre's practice as a model for others in its partnership arrangements. There are close links between the centre and a local university's department for education, which uses the centre and its staff to teach elements of their courses and for student practices. Practitioners joining the centre spoke of their sense of privilege and pride in being able to gain experience here and develop their expertise with so many excellent role models on hand. Above all, parents gave almost absolute endorsement to the quality of what was provided for their children, and to the commitment of staff to their children and to them. All of the above and all the staff are in no doubt as to the reason for the centre's well-earned reputation and standing: the extraordinary leadership, vision and direction provided by the headteacher. The centre's partnerships with other agencies are naturally enhanced by its position as a children's centre, with an influence that extends across the community. The centre's relationship with schools within the area is very strong.

The headteacher is exceptionally well supported by her staff, particularly by her deputy, senior leadership team and teachers. Leaders lead by example. They take on significant

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responsibility and each leads on several aspects of the centre's work, such as assessment, inclusion and each of the areas of learning. Within each childcare base, there is very good leadership by senior practitioners, backed up by lead practitioners and all very well managed by the day-care manager. The tracking and monitoring of children's progress is very rigorous. The procedures to ensure children are safe are outstandingly thorough and rigorous. The centre's self-evaluations are very well thought through and lead to clear and detailed improvement plans.

There are high expectations of staff and all respond excellently to them. The site supervisor, for example, maintains the premises to a high standard and is assiduous in keeping the building and grounds safe for children. The governing body is effective. Governors provide good support and monitoring that has clearly improved since the last inspection. They meet all their statutory duties. They ensure that the centre provides equal opportunities for all and tackles discrimination, looking out for those at risk of underachievement. The foundations for community cohesion are promoted outstandingly well. Children develop a keen sense of belonging to a cohesive community and work and play alongside each other in harmony. The enormous complexity of running the childcare and nursery, including the arrangements for fees and assisted places, along with all the work generated by the children's centre, is administered by a small and highly effective team of administrators, who provide excellent support for the headteacher in achieving smooth and seamless running.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The overwhelming majority of parents and carers are delighted with the care and education provided by the centre, and have no reservations. Parents and carers spoke to

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inspectors of the keenness of their children to attend the centre, the rate of their children's learning and of the warmth of relationships between staff and children. Several spoke with feeling of the unfailing support the centre provides for families when they experience difficulties.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Aughton Early Years Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	82	13	18	0	0	0	0
The school keeps my child safe	65	88	9	12	0	0	0	0
My school informs me about my child's progress	60	81	14	19	0	0	0	0
My child is making enough progress at this school	60	81	13	18	1	1	0	0
The teaching is good at this school	58	78	16	22	0	0	0	0
The school helps me to support my child's learning	57	77	16	22	0	0	1	1
The school helps my child to have a healthy lifestyle	55	74	18	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	69	17	23	0	0	0	0
The school meets my child's particular needs	58	78	15	20	1	1	0	0
The school deals effectively with unacceptable behaviour	50	68	20	27	0	0	0	0
The school takes account of my suggestions and concerns	55	74	16	22	0	0	0	0
The school is led and managed effectively	54	73	19	26	0	0	0	0
Overall, I am happy with my child's experience at this school	62	84	12	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

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.



26 November 2010

Dear Children

Inspection of Aughton Early Years Centre, Rotherham, S26 3XH

A few weeks ago, Mrs Firth and I came to visit Aughton Early Years Centre for two days to see how well you are learning and how well you are cared for.

We really enjoyed our time with you and the staff who look after you, seeing how the babies and toddlers in the Young Children's Base spend their day, and what you do as you get older and move through from the 2s to 3s base and the pre-school into the very large room that is Foundation 1. We joined those of you who stay when you were having breakfast, lunch and tea. It was very cold when we visited, nearly freezing, but that did not stop many of you from spending much of your day outside. We were pleased about that because we were able to see how well you use the outdoors for play and for learning. It reminded me of when I was a young boy, because I used to play out in all weathers, just like you.

At the end of the two days, we had learned how much you enjoy coming to Aughton and what excellent progress you are making. After talking to Mrs Turner and the staff and with many of your parents and carers, we had no hesitation in giving Aughton Early Years Centre our top grade of 'outstanding'. This is yet another award for you to add to the many you already have.

I want to say well done to all of you and to all your practitioners, teachers and the many staff who make up the team at Aughton. Mrs Firth and I think you are spending your first years at a very special place and getting the best possible start to life.

Yours sincerely

Mr Brian Padgett

Her Majesty's Inspector

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