

Wingate Community Nursery School

Inspection report

Unique Reference Number	113971
Local Authority	Durham
Inspection number	357456
Inspection dates	14–15 December 2010
Reporting inspector	Linda Buller

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	67
Appropriate authority	The governing body
Chair	Mrs Margaret Greener
Headteacher	Mrs Barbara Kaye Beels
Date of previous school inspection	12 May 2008
School address	Partridge Terrace Wingate County Durham TS28 5BD
Telephone number	01429 838206
Fax number	01429 838206
Email address	wingate.nursery@durhamlearning.net

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed four lessons taught by two teachers and one outreach worker. Meetings were held with governors and staff and discussions took place with a number of parents and carers. Inspectors observed the school's work and looked at data about children's progress and attainment, children's learning journals, the school's planning documents, policies, procedures and records, including those relating to the safeguarding of children and the questionnaires completed by 46 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of children to determine if there are any variations in the attainment and progress of different groups of children in one or more areas of learning.
- The impact of using children's interest as a focus for maintaining outstanding provision.
- The extent to which rigorous monitoring and evaluation enables the school to sustain an outstanding capacity to improve.

Information about the school

This is an average size nursery. All children come from White British backgrounds. The proportion of children with special educational needs and/or disabilities is above average in comparison with most other schools. The school provides outreach provision for children from within the local authority including those with complex and severe needs, the majority of whom have a statement of their special educational needs.

The school shares its site and works in partnership with a children's centre as the hub of extended services for families in the area. Full day care is provided within the children's centre by a company limited by guarantee, Wingate Community Childcare Ltd. The children's centre was not inspected during this visit and will be subject to a separate inspection by Ofsted.

The nursery is an Investor in People. It also has achieved the United Nations Children's Fund (UNICEF) Rights Respecting School Award and Healthy Schools status. The school also currently holds the Investors in Children award.

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

This is an outstanding school. Inspirational leadership and management results in high quality provision that is tailored meticulously to children's needs, interests and aspirations. A culture of innovation, and thorough self-evaluation, keeps the school at the forefront of best practice and ensures an outstanding capacity to improve further. The school fully deserves the excellent reputation it has earned locally and further afield.

Highly effective practitioners, who have a deep understanding of how young children learn, take children's ideas and turn them into meaningful learning experiences. The vibrant curriculum is enhanced by top quality resources. Excellent systems of observation and insightful recording of children's knowledge and skill, lead to a structure in which children can take their next steps in learning confidently alongside the freedom to explore what interests them. This develops a strong sense of enjoyment and independence which leads to high levels of attainment for all children, whatever their starting points, across all areas of their learning.

Outstanding partnerships and engagement in additional specialised training adds significantly to the excellent support and provision made for all children, including those with very specific special educational needs. Parents and carers fully endorse all that the school does for their children. Those whose children have complex additional needs quickly have their fears of how their children will cope in a mainstream setting allayed and express their astonishment at how much progress their children make.

Meticulous tracking of children's progress together with rigorous monitoring and evaluation enables leaders and managers to quickly identify areas of potential weakness. They move swiftly to narrow any gaps in the achievement of different groups of children. For example, actions taken to encourage boys to maintain concentration through deeper involvement in their play have been highly successful. The school's records of the progress made by children with statements of their special educational needs, however, do not provide the school with the information needed to carry out the same high quality analysis. While direct observation confirms that these children make the same outstanding progress as their peers, this is very dependent on individual staff knowledge and is not yet supported by systems to measure the small steps in learning which these children are able to take.

What does the school need to do to improve further?

- Sharpen staff skills in assessing and recording the progress made by those children with severe and complex learning difficulties by:
 - introducing an assessment system which closely records the small but significant steps in learning made by these children.

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Outcomes for individuals and groups of children

1

All children achieve exceptionally well from their starting points. They enter nursery with a wide range of abilities, which overall are below the levels usually displayed by children of this age. Excellent partnerships with the family centre and childcare provision which share the school site are bringing about improvement in children's knowledge and skill on entry. This is particularly evident in children's personal, social and emotional development. These partnerships also contribute strongly to how well children settle into school and their readiness to learn. Their ability to make choices and plan what they want to do develops exceedingly well because of the daily opportunities they have to follow their individual interests. They quickly develop confidence, feel safe and clearly demonstrate how much they enjoy coming to school. Children also make outstanding progress when taught in small groups. They rapidly develop their basic literacy and numeracy skills, and are fully prepared for the move to their next school and later life.

From the school's role as a Rights Respecting School, children understand about the rights all children should enjoy and the responsibilities they each have for the well-being of themselves and others. They take pleasure in the different healthy snacks they have each day and even chose to include sprouts when role-playing the making of their Christmas dinner. Behaviour is excellent because children are engrossed in learning. They delight in the success of others, be it the appreciation they show for the gallery created to celebrate the exceptional drawing of a gifted and talented child, or the exceptional progress they see being made by a child with severe and complex needs. They understand the need to be kind to others and learn to take turns, to negotiate and to compromise. For example, the suggestion by staff to turn the VW van role-play area, the creation of which had been instigated by a child's interest from home and working with his grandfather, into Santa's sleigh was met with horror by the group who knew how much it meant to their friend. Sensible discussion resulted in the compromise decision that this year Santa would deliver his presents in a VW van!

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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	2
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?

Through excellent partnerships with parents and carers and finely tuned systems of observation, all staff have an in-depth knowledge of each child's interests and what they need to learn next. They have an unswerving determination that all children will do as well as they can. Excellent trusting relationships are developed with the children in their care. Staff are very skilful in drawing out children's thoughts and ideas and these are carefully recorded in children's learning journals. Attractive displays of children's work together with digital images of their experiences also 'tell the story' of children's learning and act as a very effective catalyst to inspire the learning of others. Gifted and talented children are constantly challenged and encouraged to think deeply about their achievements and to share their success with their peers. Similarly children with highly complex needs receive timely intervention and support to develop independence and to join in activities with others.

Staff regularly meet together to discuss what they have observed in children's learning and effectively plan activities that will address each individual's needs. Activities are challenging and change frequently to keep pace with children's differing interests. Resources and equipment are of an exceptionally high quality. Areas are created in which children can explore and experiment, making excellent use of their imagination and creativity. The curriculum is exceptionally well enriched. The strong focus on outdoor

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learning through weekly use of the Woodland School and the excellent development of the school's outdoor space are very effective features of provision.

Outstanding levels of care, guidance and support are significant features in the children's enjoyment of school and the outstanding progress which they make. Home visits before children begin nursery and strong links with the local infant school contribute very effectively to transition arrangements. The school's support for children whose circumstances have made them vulnerable is of the highest standard. No stone is left unturned in the drive to overcome any difficulties which a child and their family may be experiencing in order to remove barriers to learning.

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?

Despite its continued success, the school is not complacent. Under the inspirational leadership of the headteacher, the school remains outward looking, continually seeking ways to improve its provision for children and the service provided to the local community. Staff are fully committed to the headteacher's vision. Monitoring and evaluation by leaders and managers at all levels is excellent and this leads to highly successful modifications of the curriculum, and of teaching and learning. The governing body is proactive and very well informed. Governors ensure that the school is highly effective in its efforts to promote equality and tackle discrimination. They help to ensure that children take pride in who they are and to learn from others' differences. They support and challenge the school very effectively and make regular visits to see how well it is doing. All safeguarding arrangements are in place and exemplary procedures are followed. A very strong nurturing ethos pervades the nursery. Staff know which children are at risk and give priority to ensuring their welfare, working exceptionally well with other key agencies.

Involvement of parents and carers through contributions to children's learning journals and the innovative use of 'treasure bags', where children, parents and carers collect examples of what interests children at home, are crucial elements of the school's success. Highly skilled staff use this information extremely effectively to engage children in high quality dialogue, which not only improves their speaking and listening skills but allows children to take the lead in their own learning. Children and staff benefit greatly from the partnerships created through the school's role as a training and development base. The school's standing locally, nationally and internationally provides opportunities to be involved in innovative projects and research. This, together with visitors to the school, helps bring a fresh perspective, new ideas and resources. It also prompts joint research

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projects, which leads to improved practice. These partnerships, as well as the work of the nursery and children's centre overall, make an excellent contribution to developing shared understandings and promoting community cohesion at all levels.

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	1
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

More than half of all of parents and carers completed the questionnaires and they were overwhelmingly positive about the nursery and what it provides. One comment represents the views of many: 'I would not consider any other nursery; Wingate has a fabulous approach to brain friendly learning through play! When we enter the nursery it has an almost magical theme to it. You can almost feel the children soaking up everything like a sponge, lovely teachers, fabulous headmistress, wonderful setting. We as parents are so lucky to have this nursery for our children to attend.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wingate Community Nursery School 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 67 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	93	3	7	0	0	0	0
The school keeps my child safe	41	89	5	11	0	0	0	0
My school informs me about my child's progress	42	91	4	9	0	0	0	0
My child is making enough progress at this school	41	89	5	11	0	0	0	0
The teaching is good at this school	43	93	3	7	0	0	0	0
The school helps me to support my child's learning	40	87	6	13	0	0	0	0
The school helps my child to have a healthy lifestyle	43	93	3	7	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)	39	85	5	11	0	0	0	0
The school meets my child's particular needs	41	89	5	11	0	0	0	0
The school deals effectively with unacceptable behaviour	40	87	4	9	0	0	0	0
The school takes account of my suggestions and concerns	42	91	3	7	0	0	0	0
The school is led and managed effectively	42	91	4	9	0	0	0	0
Overall, I am happy with my child's experience at this school	42	91	4	9	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



17 December 2010

Dear Children

Inspection of Wingate Community Nursery School, Wingate, TS28 5BD

Thank you for making me feel so welcome when I recently visited your nursery. I really enjoyed talking to you and looking at what you were doing. I especially enjoyed watching your concert and listening to you sing. Your parents and carers were very proud of how much you had learnt. The Christmas cake you helped to make was delicious.

All the adults in your nursery work together extremely well to plan activities that are just right for you so that you are happy and enjoy exploring things. You play your part in helping to make your nursery outstanding by telling the grown-ups what you are interested in and what you like to do. All of you do fantastically well and are ready to go to big school when the time comes.

Your headteacher leads and manages the school exceptionally well. Together with the governors and all the staff, she keeps a very careful check that everything is just right for you, that you are safe and very well cared for. Although I could see that you all make outstanding progress, I have suggested that the information about what a few of you can do is kept in a different way, so that everyone can be sure how well you are all doing.

I hope you all enjoyed your Christmas party and that the wishes you made all come true.

Yours sincerely

Linda Buller

Lead inspector

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