

# Stockingford Early Years Centre and Library

Inspection report

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<b>Unique Reference Number</b>	125491
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	359902
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	Carolyn Carnaghan

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kathleen McGale
<b>Headteacher</b>	Ann Clay
<b>Date of previous school inspection</b>	19 June 2008
<b>School address</b>	St Paul's Road Stockingford, Nuneaton CV10 8HW
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## Introduction

This inspection was carried out by two additional inspectors. They observed four lessons and held meetings with children, staff and governors. They observed the school's work, and scrutinised policies, documents, records of assessments and 35 responses to parental and carer questionnaires.

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

- How accurate are assessments on children's entry to the Nursery and has attainment fallen since the last inspection?
- How effectively does the curriculum provide children with opportunities to explore the wider world?
- To what extent does teaching promote the independence of children, including those with special educational needs and/or disabilities?
- How do the Nursery's partnerships help raise achievement across all areas of learning?

## Information about the school

The Nursery is situated in the same building as a children's centre and library where there is widespread and integrated provision for children, parents and carers from the local area. The Nursery itself provides part-time education and is above average in size. Approximately a quarter of the children enter the Nursery with special educational needs and/or disabilities, the majority of whom have speech and language difficulties. There is a nurture nursery in the building for children aged two and three years, also overseen by the school's governing body. Most children are from a White British heritage.

**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

The Nursery provides an outstanding start to its children's education. Most children who come to the Nursery are already very well known to staff because many have attended the nurture nursery or the children's centre. Children have much lower levels of age-related skills than expected, decreasing over the last few years, particularly in speech and language. They make outstanding progress in almost all areas of learning and by the time they leave to go on to Reception, they have reached broadly expected levels. This represents good achievement for all groups. Boys and girls make equally outstanding progress.

Staff provide a very rich and exciting curriculum of learning activities, including a broad range of outdoor games, equipment and challenges, sometimes in the 'forest school'. Children are encouraged to assess and take calculated risks in their learning, enabling them to play very safely and develop independence as they explore the extensive opportunities. Children with special educational needs and/or disabilities, of whom the majority have speech and language difficulties, make outstanding progress, in part because a speech therapist is deployed to support them. There are regular opportunities to use information and communication technology (ICT), enjoy the arts, and work and play in pairs and teams, so ensuring children are building skills that will help them enjoy the next steps in their education. Skills in using letters and sounds are not always encouraged sufficiently, however, and this means progress in writing is a little slower.

Most children come to school on their designated days, but a very small group of parents and carers do not always take up the chance offered to them. The headteacher and staff work very hard to persuade families to send children on all the half and full days of Nursery that they are offered.

The headteacher has an excellent understanding of the needs of the children and she, along with her staff, accurately assesses their progress. The staff are highly accurate in their evaluations and have correctly focused on making improvements since the last inspection. Boys are now more engaged in complex activities, for instance. The school's capacity to sustain improvement is outstanding because the headteacher has ensured her staff shares her ambitions for the children, all plans are based on a firm understanding of the assessed needs of the children and outcomes and provision are outstanding.

The children are exceptionally well cared for and supported because the school's relationships with parents and carers are close. An extensive range of partners add further support for children, so helping ensure that, regardless of their social or educational needs, all children have equal opportunities to succeed. The governing body has developed a good understanding of the school but is not always confident to challenge and hold it to account. They are highly supportive of the school's efforts and are regular visitors to the learning areas.

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## What does the school need to do to improve further?

- Raise the level of children's skills in using letters and sounds by providing more opportunities for writing across the range of learning activities
  - Develop the governing body's confidence and understanding of the school so that it can more effectively challenge its activities.

## Outcomes for individuals and groups of children

**1**

Children make outstanding progress from their low starting points, leaving Nursery with expected age-related levels across most learning areas. Progress is particularly strong in personal and social development, communication and language and creative development. This represents good achievement. Those who have special educational needs and/or disabilities make outstanding progress because their needs are very well diagnosed as soon as they arrive and provision for their learning and development is outstanding.

Children do not achieve so well in developing early skills in writing because there are not always enough opportunities to use letters and sounds. However, highly skilled staff ensure children can access the very broad range of challenges across the early learning areas. Children are particularly careful as they play together, often making sure others play safely. For example, children helped each other as they negotiated a difficult balance across a low beam, learning how to assess the risk of toppling off. They move around the busy learning area with care, showing good manners and courtesy to one another. The children understand what to do and who to turn to if they are upset or worried.

They choose their own fruit snacks and talk about the importance of eating healthily and being energetic. They enjoy running around with the larger toys and equipment outside, but also take great pride in solving puzzles or painting pictures. The range of role-play activities is extensive and staff are enthusiastic helpers in many different scenarios. Children explore how to get ready for 'work', make an important phone call and take a message, for example.

There is great enthusiasm for scientific experiments, such as finding out how water freezes, how ice behaves and reacts. One boy noticed how ice, 'looks like my glasses, you can see through it'. Children confidently use complex vocabulary associated with science and technology, then interpret it in movement and dance. Children enjoy making and listening to music, exploring other cultures and places, such as when a theatre company came to visit. This helps them to develop excellent understanding of other places, and the caring ethos in school ensures children value the warmth of their own small community.

The neighbouring infant school testifies to how well children from Stockingford Nursery are prepared for their next steps in Reception. The children love coming to school and enjoy being part of the wider community when they get together with pupils from the adjoining primary or help raise money for local charities. They learn about information from further afield through a range of activities, such as meeting animals from all over the world.

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

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	3
Children's attainment <sup>1</sup>	3
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
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	2
Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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?

Learning activities are very well planned and staff ensure the sometimes complex needs of all the children do not hold them back from accessing a wide range of experiences. Children keenly take up activities, sometimes encouraged to do so by staff, sometimes from their own choosing. There is an excellent mix of adult-led and child-initiated activity. Staff are highly skilled at adding extra challenges to activities where needed, because they have a superb understanding of every child. There are excellent opportunities to develop motor skills, be creative with messy substances, work together and have fun. Children are shown how to take great care over personal hygiene, showing excellent understanding of how to prevent germs from spreading.

The Nursery ensures children feel cared for and sets up regular routines, with everyone participating enthusiastically during 'tidy up time'. This means children love coming to school. Children are given the chance to explore risk-taking during physical activities, so they become confident in running, turning, dropping and rising during dance sessions.

The support provided for all children is rooted in the expert knowledge staff develop of children's needs, home circumstances and abilities. Parents are confident that their children are well cared for. Assessments are accurate and timely, happening right from the

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start and carrying on regularly during the term. Parents say they appreciate how well the school communicates with them over this.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher leads an efficient team who are enthusiastic about their work. Learning is well planned, based on individual needs and assessments. Learning plans are fluid and are developed as children explore new areas and make progress. Teachers are empowered to take responsibility and they say how well they feel valued, being given opportunities to learn new skills themselves and share practice with colleagues.

The headteacher and governing body also work closely together, with governors regularly observing learning, helping out and supporting the Nursery. Their enthusiasm is not quite as well matched to their challenge for the school as it might be, and they have not yet found the confidence necessary for this. The governing body keenly ensures all safeguarding procedures are planned and adhered to. There are excellent systems that are robustly monitored to ensure all children are in safe hands.

Parents and carers enjoy excellent communication with the staff, building good relationships that help those in difficult circumstances to overcome them. They are very supportive of all undertakings at Nursery. There are superbly effective partnerships with many local services and agencies, several of which are housed in the adjacent children's centre. The close location of this provision benefits the whole community and helps the Nursery work as a force for outstanding community relations, fostering understanding, tolerance and care. The children benefit too from this close working relationship because their parents and carers are confident they are welcome and supported in many aspects of their own and their children's lives.

The Nursery ensures all children have equal opportunities to do well, take part in activities that will stretch them, foster good habits of learning and caring for one another.

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*These are the grades for leadership and management*

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

## Views of parents and carers

There were 35 responses to parental and carer questionnaires. The vast majority of parents and carers are happy with their children's Nursery, particularly expressing how well their children enjoyed themselves there. A few stated they felt the Nursery did not fulfil the particular needs of their children, however the inspection found strong evidence that the Nursery diagnosed children's needs effectively and provided specific care and support for both them and, through liaising with the children's centre on site, their families.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Stockingford Early Years Centre and Library 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 100 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	89	4	11	0	0	0	0
The school keeps my child safe	31	89	3	9	1	3	0	0
My school informs me about my child's progress	30	86	4	11	1	3	0	0
My child is making enough progress at this school	29	83	5	14	1	3	0	0
The teaching is good at this school	30	86	5	14	0	0	0	0
The school helps me to support my child's learning	30	86	4	11	0	0	0	0
The school helps my child to have a healthy lifestyle	29	83	6	17	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)	22	63	9	26	0	0	0	0
The school meets my child's particular needs	24	69	8	23	2	6	0	0
The school deals effectively with unacceptable behaviour	25	71	8	23	0	0	0	0
The school takes account of my suggestions and concerns	25	71	9	26	0	0	0	0
The school is led and managed effectively	29	83	6	17	0	0	0	0
Overall, I am happy with my child's experience at this school	32	91	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 January 2011

Dear Children,

**Inspection of Stockingford Early Years Centre and Library, Nuneaton, CV10 8HW**

Thank you very much for making the inspectors so welcome when we came to visit your Nursery. We really enjoyed meeting you and seeing you working and playing so well together. We found that you are polite and kind to each other and behave very well. You are very good at sharing and staying safe and are sensible and careful when you are outside playing with all the wonderful equipment and toys you have there. Your Nursery gives you an excellent start to your time at school and it helps to get you ready for when you go on to Reception at Infant school.

We have asked the Nursery to do a few things better, just to make it even more successful than it is already. We have asked them to:

- give you more opportunities to practise your letters and sounds to help you with your reading and writing
- ensure that the governing body really challenges the Nursery staff and leaders to keep it improving.

You can help by carrying on working hard on all the activities the Nursery gives you to enjoy.

Yours sincerely,

Carolyn Carnaghan

Lead Inspector

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