

# West Heath Nursery School

## Inspection report

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<b>Unique Reference Number</b>	103127
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	355325
<b>Inspection dates</b>	19–20 October 2010
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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>	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Clayton
<b>Headteacher</b>	Jackie Burch
<b>Date of previous school inspection</b>	17 January 2008
<b>School address</b>	200 West Heath Road Northfield, Birmingham B31 3HB
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## Introduction

This inspection was carried out by two additional inspectors, who observed 10 lessons and saw three teachers and support staff teaching. They held meetings with senior staff, parents and members from the governing body. They observed the school's work, and looked at data about children's progress and attainment; the school's planning documents, including its self-evaluation; the school improvement plan; governing body minutes; and policies and procedures for safeguarding. Account was taken of 48 questionnaires completed by parents and carers, and 13 completed by staff.

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

- The progress made by more-capable children and those with special educational needs and/or disabilities.
- Whether the school's evaluation of good teaching is accurate and consistent in all key worker groups.
- How information from assessment is used to move all groups of children on in their learning.
- How well the governing body gains an independent view of the school and how they evaluate the cost effectiveness of their spending decisions.

## Information about the school

The nursery provides a mixture of full-time and part-time places. The majority of children are White British with a very small number from other ethnic groups. A very small proportion of children speak English as an additional language. The number of children identified with special educational needs and/or disabilities (29%) is above average. The range and nature of their disabilities are related to speech and language problems and behavioural difficulties. About 15% of children are entitled to free school meals, which is broadly average. In recognition of its work, the nursery has received the Quality Mark and Eco Bronze 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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The nursery has maintained its good effectiveness reported at its last inspection and has made improvement in several areas, especially in the progress made by children with special educational needs and/or disabilities, which is now outstanding. All children make outstanding progress in personal, social and emotional development, exceeding the expectations for their age. Their achievements in speaking and listening, and information and communication technology, are also very good because of the high emphasis that has been placed on these areas of learning.

Children make good gains in learning. They attain at least the expectations for their age in all the areas of learning. However, more capable children could be making better progress in their early writing skills because teachers are not yet using information from assessment to target precisely the next steps of learning in this area. The present systems for recording information on children's progress are cumbersome and are not easily translated into identifying precisely the skills that need to be taught to move their learning on. Nevertheless, children's progress is good because of the outstanding relationships they have with their teachers and the consistently good teaching. Staff know instinctively which children need help and this generally compensates for the lack of formal identification of the next steps in planning. Staff take every opportunity to develop children's learning through excellent questioning and modelling of language.

The excellent partnerships with parents and carers, speech and language therapists, behaviour support, educational psychologists and other nursery schools are having a highly beneficial effect on children's learning. This is especially the case for those with special educational needs and/or disabilities who are promptly identified and supported and is why these children are making outstanding progress.

A well-planned curriculum, both indoors and outdoors, contributes to children's excellent attitudes to learning. Children exhibit excellent knowledge of safety when playing in the orchard and forest school and remind one another of safe practices when using the climbing frame. Children eat healthily and know that too many crisps are not good for them. Their contribution to the nursery and wider community is good but not enough opportunities are provided for them to take on roles of responsibility throughout the nursery. Every child is fully included in what is offered, and children develop a good grounding in skills that contribute to their future learning. Welfare is exceptionally well provided for and, because their uniqueness is valued and celebrated, children's spiritual, moral, social and cultural development is good. All adults show children how to persevere in learning and this contributes to their good levels of enjoyment and achievement. Parents and carers are unanimously supportive of the nursery. 'This nursery is magnificent, the teachers are very welcoming and we have all the help we need', said one very happy parent. 'Children are the main focus here', said another and, 'Staff cannot do

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enough for them to keep them happy.' Attendance and punctuality are good. Children behave impeccably and want to come to nursery at weekends and during the holidays.

Good leadership and management contribute to the nursery's success. The procedures for safeguarding children are outstanding. Rigorous and accurate evaluation of every aspect of the nursery's performance leads to well-considered and effective action wherever this is needed. However, success criteria on the school development plan are not sufficiently clearly defined and this prevents the governing body from evaluating the cost effectiveness of their spending decisions.

Both staff and governing body have long-standing members, providing continuity to the nursery and the community it serves. Community cohesion is good at local level but there are too few opportunities provided to help children gain a detailed awareness of children's lives from different parts of the world. The nursery's track record in monitoring its effectiveness since the last inspection, narrowing the gap in boys' achievement, and improving the achievement of children with special educational needs and/or disabilities through outstanding partnerships, demonstrates its good capacity to improve further.

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

- Develop a system of recording children's progress that is easily understood by staff from which they can use assessment information to plan the next steps of learning, especially for more capable children in writing.
- Provide more opportunities for children to learn about children's lives in different parts of the world.
- Provide more opportunities for children to take on roles of responsibility in the nursery.
- Ensure that the school development plan has clearly defined success criteria which governors can use to evaluate the effectiveness of their spending decisions.

### **Outcomes for individuals and groups of children**

**2**

Children's starting points are below those expected for their age. Observations during the inspection and the nursery's own data show that, overall, all groups of children achieve well. Children with special educational needs and/or disabilities make outstanding progress and, by the end of their year in the nursery, they catch up with their peers in personal, social and emotional development, speech and language, and information and communication technology. Children develop as confident learners who are well prepared for the start of their Reception year because they make good progress in problem solving, reasoning and numeracy, knowledge and understanding of the world, physical development and creative development.

Children confidently retell familiar stories, for example Goldilocks and the Three Bears; they identified the different sizes of porridge bowls and commented on how naughty Goldilocks was to enter a house without being asked in. In all learning activities, children's concentration skills and learning behaviour were outstanding. Children were determined to see a task through, for example picking out sequins with pincers from the water tray and counting them.

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The very high quality of care, guidance and support, and safeguarding ensures that children settle in very quickly. Key workers have exceptionally warm relationships with the children in their care and, coupled with excellent welfare arrangements, children are very safe and secure in their learning. The very good role models all staff provide results in children being very confident learners. During snack time children enjoy their fruit, and healthy lunch boxes contribute to their good awareness of being healthy. During lunch time they chat happily with one another and playfully tease each other about swapping the contents of their lunch boxes. The wide range of interesting activities enables the children to make a good contribution to the community. Children care for the environment and they understand the importance of clearing things away and helping one another. Their personal development, as well as their spiritual, moral, social and cultural development, is good. Children marvel at the work on Mondrian and Kandinsky and say that they can make shapes as well as the great artists.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	2
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>2</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</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:	
Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>2</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?

Children's obvious enjoyment of learning and their good progress are a result of good teaching both indoors and outdoors. Staff go to great lengths to make learning exciting and in their support for individuals and families. Excellent partnerships with parents and

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carers enable them to help their children learn at home. Children are challenged to develop their thinking skills by staffs' expert use of questioning. 'Tell me why you think that?' and 'I wonder what might happen if we did it this way?' are just a few challenges staff set children when playing musical instruments outdoors. Teachers are particularly skilled in knowing when to intervene and what interaction will move the children into successfully enhancing learning. Group work is well planned and there is a good balance between this and free choice activities. The curriculum offers a good range of learning opportunities and good links with members of the community, such as Paddy Postman, keep learning interesting.

All learning areas, both inside and outside, are well resourced. This stimulates children's interest and inspires them to find out more by exploring and investigating in forest school. Assessment is regularly carried out and staff keep detailed records of individual achievement, but not all staff use information from assessment to challenge more-capable children to push them on in their writing.

There are excellent systems for introducing parents and carers and their children to the nursery and children settle in very quickly. Parents and carers are delighted with the high levels of support, care and guidance provided for their children. One commented, 'You can go to work knowing that your children are very well looked after.'

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

By working in excellent partnerships with parents and carers, nursery clusters and the health and other services, the headteacher, very ably supported by her deputy, skilfully achieves the best possible outcomes for the children. Teamwork and sharing of ideas is of an exceptionally high standard. Staff say, 'We are all one happy team, we love working here.' They feel valued and enjoy coming to work and are receiving good quality training to continue to improve their practice. Provision is inclusive and staff are very effective in ensuring equality for all. The headteacher has embedded a strong sense of ambition and is driving improvement by well-focused training for all staff which has resulted in increased progress in boys' writing.

The nursery promotes community cohesion well on a local and national level through good links with parents and carers, and good community links. While children celebrate a range of festivals by dressing up and trying different foods, they do not yet know enough about life of their peers in different countries. Child protection procedures are particularly robust

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and all arrangements to ensure children are safeguarded from harm are highly effective. Children are involved in their own risk assessments and know about potential dangers.

Members of the governing body are knowledgeable, very committed and fully involved in the nursery's self-evaluation process. However, they do not fully evaluating the cost effectiveness of their spending decisions. The nursery provides good value for money as staff are well deployed and use a good range of resources to support children's good progress.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parents and carers are overwhelmingly supportive of the nursery and the proportion of questionnaires returned was high. However, because some of their children had only been in the nursery a short time, some parents and carers felt unable to answer all the questions. Parents and carers are particularly pleased with the nursery's safety and progress their children make. They also say that their views are taken into consideration and they are listened to.



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

Ofsted invited all the registered parents and carers of children registered at West Heath 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 84 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	81	9	19	0	0	0	0
The school keeps my child safe	44	92	4	8	0	0	0	0
My school informs me about my child's progress	38	79	10	21	0	0	0	0
My child is making enough progress at this school	32	67	15	31	0	0	0	0
The teaching is good at this school	40	83	7	15	0	0	0	0
The school helps me to support my child's learning	38	79	9	19	0	0	0	0
The school helps my child to have a healthy lifestyle	41	85	7	15	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)	30	63	15	31	0	0	0	0
The school meets my child's particular needs	33	69	14	29	1	2	0	0
The school deals effectively with unacceptable behaviour	32	67	13	27	0	0	0	0
The school takes account of my suggestions and concerns	32	67	12	25	0	0	0	0
The school is led and managed effectively	39	81	7	15	0	0	0	0
Overall, I am happy with my child's experience at this school	42	88	6	13	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](http://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"><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 October 2010

Dear Children

**Inspection of West Heath Nursery School, Birmingham, B31 3HB**

Thank you for making us feel so welcome in your nursery. We thoroughly enjoyed our stay with you. Here are some of the things we found out about your nursery.

You attend a good nursery and you are exceptionally well looked after.

You have excellent relationships with your teachers and their excellent questioning skills help you all learn well.

You make outstanding gains in learning in personal, social and emotional development, speech and language, and information and communication technology.

Your behaviour is exemplary and you love learning both indoors and outdoors.

You eat healthily and you know a lot of things about your immediate community.

You are well prepared for learning in reception classes.

You attend regularly and you participate in many good learning opportunities both indoors and outdoors.

Your school is well led and managed by your headteacher and deputy headteacher who are always looking at interesting ways of helping you learn.

We have asked your headteacher and staff to make your nursery even better by doing the following.

Use information from observing your learning to plan the next steps for those of you who find writing easy.

Give you more opportunities to learn about children's lives in different parts of the world.

Provide you with more opportunities to do jobs around the nursery.

Identify the goals you want to achieve when planning improvements.

You can help by asking your teachers to give you more opportunities for writing and give you more jobs to do. You can tell your teachers how much you enjoy any new toys or different ways of doing things.

Yours sincerely

Bogusia Matusiak-Varley

Lead inspector

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