

# Lord Street Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112471
<b>Local Authority</b>	Derby
<b>Inspection number</b>	357108
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Geof Timms

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>	Lisa Bailey
<b>Headteacher</b>	Christine McCrone
<b>Date of previous school inspection</b>	15 October 2007
<b>School address</b>	Lord Street Allenton, Derby DE24 9AX
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## Introduction

This inspection was carried out by two additional inspectors. Ten lessons or parts of lessons, involving four teachers and a number of other staff were observed. Meetings were held with parents and carers, a group of children, staff and members of the governing body. Inspectors observed the school's work, and looked at policies, planning and assessment information as well as scrutinising 48 parent and carer questionnaires.

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

- How well the school uses its outdoor provision to support children's learning.
- How well the enhanced resource base supports children with special educational needs and/or disabilities and prepares them for their future education.
- How well the school recognises and celebrates different faiths and backgrounds, especially those from a Traveller heritage.
- The impact on the school since the last inspection of the senior leadership team.

## Information about the school

This is a larger-than-average nursery school. A large majority of the children are from White British heritage but there are also children from a range of other backgrounds, a small number of whom speak English as an additional language. A few are at an early stage of learning to speak English. The main other languages spoken are Slovakian and Polish. The school also caters for children from the Traveller community. The proportion of children with special educational needs and/or disabilities is average. The school has specially resourced provision to cater for some of these children. The main needs are autism and global delay. The school offers 'wrap-around' care from 08.00 until 18.00 each day. It also offers a variety of parent, carer and community support programmes, such as Family Support and toddler groups. The school has awards for its work on children's fitness and health including Health Promoting School status A and B-Active enhancement.

**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

This is a good school which has improved since its last inspection. Parents and carers are very positive about the school and the inspection shows they are correct. The school now has a greater number of outstanding features. It has particular and important strengths in the way it develops children's personal development, extending their social and emotional skills. This prepares them well for their future schooling and turns them into good learners. The school is outstanding at keeping children safe and helping them understand ways of staying healthy. Children make an outstanding contribution to their community both in school, through the positive relationships they build with each other, and locally in the work they do with the elderly. Their spiritual, moral, social development is outstanding and one of the school's major strengths is the way this work is extended with parents and carers so messages are consistent. Cultural development is good.

The school's positive and effective ethos is the result of some good, strong leadership that creates a shared vision among all staff. They make an effective team and support each other well. A further outstanding aspect of the school's work is the way the teaching and learning is a major focus for continuous improvement. The leadership of teaching is outstanding because of the extent to which all staff are given opportunities to grow, learn and develop as professionals. The school reviews its work regularly and honestly. The school is not complacent and is continually looking for new ideas and ways to improve its provision. Because of this the capacity to improve is good. Children make good progress overall. The progress made in their personal, social and emotional development is outstanding but it is weaker for their reading and writing skills. The recent introduction of more formal systems for linking letters and sounds has yet to have an impact on outcomes and the school recognises that this work needs to be further embedded in everyday practice. The work with children who have special educational needs and/or disabilities enables them to make equally good progress as their peers. Resources, especially staff, are used well to support children's learning and they make at least good and in aspects of their social development some outstanding progress. Traveller children and those from other minority ethnic heritages make good progress from their different starting points.

Teaching and learning, including the use of assessment, are good. However, the use of skilled observations has recently been a focus for improvement through training. This has not yet had time to become embedded in practice or to be reviewed for its practicality and use in devising children's next steps in their learning. The staff have devised an excellent curriculum with some superb enrichment activities that thoroughly extend children's experiences, involving and exciting them in their learning. This is especially the case in the imaginative and often exemplary way the outdoors is used as a learning resource. The school's outstanding caring and supportive nature is exactly what is needed for the children. This is reflected in the excellent way safeguarding arrangements are ensured and the exceptional links made with parents and carers, including those from Traveller

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families, both in school and through a range of outreach activities. There are very strong partnerships with a wide range of external agencies which greatly help children's development and learning, such as those with the local children's centre and a wide range of support for those with special educational needs and/or disabilities.

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

- Raise standards in reading and writing by:
  - embedding recent work to improve children's learning of letters and sounds
  - monitoring and evaluating the impact of this work.
- Improve the use of observations in making assessments of children's progress and in planning the next steps in their learning.

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

**2**

The children make good progress in all areas of learning. In aspects of their personal, social and emotional development the progress made is outstanding. On entry to the school, children's skills and experiences are often well below that expected given their ages. Progress is less successful in aspects of reading and writing, especially in linking letters and sounds. The school recognised that boys' achievement was less than that of the girls and a number of initiatives were introduced into the curriculum and teaching to address this. These have been successful and currently the boys are achieving as well as the girls. The children with special educational needs and/or disabilities make equally good progress overall, with some excellent progress in their social development.

During the inspection children demonstrated good creative skills as they made hats and 'cold' pictures with paint, glitter and glue. They worked well outdoors, learning to help each other and to take turns with the sledges. In story time, children listened reflectively to the stories and joined in singing Christmas songs and traditional rhymes well. Children learned to count during story time sessions. They have very positive attitudes towards school. Their outstanding behaviour has a very positive impact on learning as all children take a full part in activities.

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*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	2
<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:	
Children's attendance <sup>1</sup>	3
<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?

All adults in the school work very well as a team, supporting each other and sharing good ideas and suggestions. They use their time well and ensure that they are usefully deployed working with the children. The excellent relationships adults build with the children means that behaviour is excellent and has a very positive impact on learning. Assessment has been used well but the school is aware that more needs to be done to link the next steps learning to the observations of children's progress staff carry out. The work with the traveller community is a particular strength, with two staff members regularly visiting the site and running activities for children yet to start school.

The curriculum is outstanding because of the specific enrichment themes, as well as the clear planning, to ensure the full coverage of the early years' learning goals. In one excellent activity, children discovered large silver balls in the garden and this led to a major topic about what they were and where they might have come from. The school provides exceptional care, guidance and support and this is backed up by the parents' and carers' views. One said, 'My son loves going to nursery - he has built strong bonds and relationships with the staff and children.' The strength of the care is evident in the way children care for each other and recognise their own health and safety issues or safety matters when working especially outdoors. The 'wrap-around' care offered by the school is

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very well organised and provides safe care for a number of children, as well as successfully helping develop their social skills, especially at meal times.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school has a detailed mission statement which is clearly reflected in its day-to-day practice. This supports the good leadership which is evident in the work of all staff. The excellent leadership of teaching and learning is evident in the very strong ethos of continuous improvement, ongoing professional development and a lack of complacency. Staff are not only trained but also given the confidence to extend their learning to a high level. This has clear benefits for the nursery in the improvements to their professional expertise. The senior leadership team has led the school very purposefully since the last inspection. The governing body provides good leadership and the school makes excellent use of individual expertise, especially in the monitoring and evaluation of the school's work.

The outstanding engagement of parents and carers is the result of a range of outreach and family learning work that is very effective in helping parents and carers understand what the school is doing. This is particularly the case in helping them understand some of the children's learning about different cultures and faiths. This has a positive impact on the school's good work in promoting community cohesion. Safeguarding arrangements are excellent because not only are all adults aware of issues and procedures but children also make a contribution to safety in the school, reporting to adults, for example, when they find a health and safety matter. Links with other agencies are exceptionally strong especially with regard to children with special educational needs and/or disabilities. This is evident, for example, when the school is used as a training base for other practitioners to learn about the use of the sensory room.

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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>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	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>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

The parents' and carers' views are very positive. Only two out of 48 had one or two negative responses; these were about children's behaviour and about how well the school tells them about their child's progress. The inspection found behaviour to be excellent. Parents and carers have full access to staff and a child's 'learning story' so they can easily see how well they are doing. All parents and carers who completed questionnaires said their children were safe and enjoyed school. They also said the school is well led and managed and that the teaching is good. The inspection findings support these positive views.



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

Ofsted invited all the registered parents and carers of children registered at Lord Street 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	36	75	12	25	0	0	0	0
The school keeps my child safe	41	85	7	15	0	0	0	0
My school informs me about my child's progress	35	73	10	21	2	4	0	0
My child is making enough progress at this school	36	75	12	25	0	0	0	0
The teaching is good at this school	37	77	11	23	0	0	0	0
The school helps me to support my child's learning	36	75	12	25	0	0	0	0
The school helps my child to have a healthy lifestyle	36	75	11	23	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)	31	66	15	32	0	0	0	0
The school meets my child's particular needs	37	77	10	21	0	0	0	0
The school deals effectively with unacceptable behaviour	32	68	13	28	2	4	0	0
The school takes account of my suggestions and concerns	30	64	16	34	1	2	0	0
The school is led and managed effectively	36	75	12	25	0	0	0	0
Overall, I am happy with my child's experience at this school	41	85	7	15	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.**



13 December 2010

Dear Children

**Inspection of Lord Street Nursery School, Derby DE24 9AX**

I am writing to thank you for the way you welcomed us to your school recently. We very much enjoyed watching you work and play so well together. We thoroughly enjoyed talking to you and finding out how much you like being at school.

We think that your school is a good one. It helps you learn lots of new things, especially about how well you can get on together and help each other. Your school is excellent at keeping you safe and helping you to be healthy. The school works very well with your parents and carers and others outside the school. They think of some exciting activities that you really enjoy and help you learn. Your school is especially good at using the outdoors for learning. Do you remember the silver balls?

To make the school even better we have asked the staff to do two things.

Help you get better at learning letters and sounds so you can be better readers and writers.

When staff watch you learning, use what they see when planning the next activities.

Thanks you again for the friendly way you made us feel at home. Enjoy your time at Lord Street and keep working and playing hard!

Yours sincerely

Geof Timms

Lead inspector

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