

Edith Cadbury Nursery School

Inspection report

Unique Reference Number	103150
Local Authority	Birmingham
Inspection number	376835
Inspection dates	3–4 October 2011
Reporting inspector	Mike Thompson

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

Type of school	Nursery
School category	Non-maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Sally Bateman
Headteacher	Chris Danks
Date of previous school inspection	18 June 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed nine activity sessions, and four adults were observed teaching the children. The inspectors held meetings with the headteacher and the Chair of the Governing Body, and spoke with staff, parents, carers and children. They observed the school's work, and looked at policies, planning and assessment information as well as scrutinising 25 questionnaires returned by parents and carers.

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

- To what extent does teaching provide consistently good levels of challenge and excitement for all children, particularly the more-able?
- How effective is the school in providing equality of opportunity within the curriculum?
- How well is the school able to demonstrate the positive impact of provision, such as its nurturing groups, on potentially vulnerable children?

Information about the school

This is a small nursery school, with charitable status, which is partly funded by the local authority. Most of its children are White British. A very small number of children have been identified as having special educational needs and/or disabilities. These children have general learning difficulties. There are a few children from minority ethnic backgrounds with English as an additional language.

Up to the end of the summer term 2011, children attended on a full-time basis. However, a reduction in funding has resulted in a 50% cut in the hours worked by staff. This has meant that from the beginning of the current school year the school has had to reorganise its teaching arrangements.

About two-thirds of the children attend on a part-time basis for five sessions a week. The arrangements for the remaining children vary, with children attending between six and the full ten sessions according to parental preference or identified need.

The school has achieved the Early Years Foundation Stage Healthy Setting status.

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

Edith Cadbury Nursery is a good school. It educates children well within a caring family environment in which they are warmly welcomed and equally valued. Parents and carers wholeheartedly agree. All of the responses to the inspection questionnaire were overwhelmingly positive. Typical of the many positive comments added to the questionnaires are: 'I am extremely happy that I have chosen this as my child's nursery, where staff are so welcoming, friendly and caring' and 'My daughter loves it so much that she even wants to come at weekends!'

On entry, the attainment of most children is typically below what is expected for three year-olds. Particular weaknesses at this point are children's limited communication skills, lack of early skills in numeracy and poor knowledge and understanding of the world around them. In the short time for which they attend, children make good progress, including those with special educational needs and/or disabilities and those who speak English as an additional language. This is because teaching is consistently good, and sometimes outstanding. The staff know all children very well. They assess children's learning accurately and closely monitor the progress being made. Good communication between adults ensures that assessment information feeds effectively into planning, resulting in activities which capture children's imaginations and are matched well to their needs. Particularly noteworthy is the children's outstanding progress in acquiring personal and social skills, despite limited opportunities to learn and play outdoors. This is a key factor in the good learning that takes place overall. By the time children move to other schools to complete their Early Years Foundation Stage education, their attainment in all areas of learning is broadly in line with national expectations.

Children's personal development and well-being is good. Children's outstanding behaviour is a strong contributory factor in the good learning that takes place. They know about personal safety and behave in ways that are safe for themselves and others. They know how important it is to be healthy and show great enthusiasm for the wide range of activities available in the spacious outdoor area. The children quickly learn to get on well with one another, to share, and to take turns, for example when using the climbing apparatus. Children's spiritual, moral, social and cultural development is good due to the many opportunities provided to teach them about nature, making correct choices in understanding right from wrong, working in groups and learning about how children live in other countries. Well-being and welfare are at the heart of the nursery's work. Children are happy, confident, and

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develop a love of learning.

Despite the complexity of the new teaching arrangements, the school ensures that all children have equal access to the engaging and well-planned curriculum. It does this by closely monitoring children's progress and ensuring that children have opportunities to catch up on missed experiences. A weakness yet to be fully resolved, which has resulted directly from the cut-back in staffing, is that the school is unable to provide children with a daily, seamless free-flow of learning activities between indoor and outdoor learning areas. This occurs because planning for the simultaneous use of both learning areas throughout every day is not a viable option within the current pattern of staff deployment. The only regular access that children have to outdoor learning is at playtimes.

Leadership and management are good. The headteacher and the Chair of the Governing Body work well together. The school's good track record of improvement since the last inspection, its accurate self-evaluation and the strong commitment of staff, demonstrate that its capacity for sustained improvement is good.

What does the school need to do to improve further?

- Review planning and staff deployment so that children make better use of the outdoor learning area and move freely from indoor to outdoor activities when making choices about their learning.

Outcomes for individuals and groups of children

2

The children's clear enjoyment of school is evident in their good attendance and their enthusiasm to make a start on the activities set out in their learning groups as soon as they arrive. They quickly learn the school routines, develop confidence as learners, and show care and consideration to each other. The quiet buzz of activity during independent learning sessions demonstrates children's great interest and excitement in their chosen tasks. These sessions lead to good learning. For example, in a role-play activity children developed early writing skills effectively when 'mark-making' as they made their own notes about the telephone conversations they were having. Children greatly enjoy the discoveries they make. When asked what she enjoyed best about school one child replied, 'I like sticking best, because when I stick things they stick to me!' In the activities closely directed by adults, the learning experience is considerably enhanced through conversation. For instance, as a result of dialogue with an adult, children making patterns using sponge shapes discovered that colours, such as blue and red, combine to make purple. Children with special educational needs and/or disabilities make good progress because the school effectively matches tasks to their needs. It is exceptionally good at providing for their social and emotional needs through 'nurturing' activities, in which children are given individual attention to help them overcome difficulties. Children with English as an additional language also make good progress. Initially, this is often in developing

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listening skills, before becoming confident as talkers. Boys achieve as well as girls, because the school ensures that the activities available effectively capture and hold their interest.

Children are well prepared for their next stages of education because of their good achievement in developing key skills and the way they can sit still, listen attentively and are eager to learn. All adults make sure that the children who stay at lunchtime understand clearly about the need to wash their hands before eating. Children have a developing understanding of different cultural traditions. Parents and carers from different backgrounds play an important role by coming into school and sharing their experiences with the children. For example, last year the children enjoyed a wide range of activities led by a Chinese parent, such as making lanterns and learning a 'dragon dance' as part of a Chinese New Year celebration. Children are made aware of 'green' issues such as recycling. They develop an understanding of the importance of contributing to the wider community in a number of ways, including taking part in fundraising events such as Red Nose Day.

These are the grades for children's outcomes

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

How effective is the provision?

Clear planning, good teamwork and excellent relationships are consistent features of the good, and sometimes outstanding, teaching. In story time sessions, all adults use their voices exceptionally well to heighten interest and hold children's attention.

There are a few occasions where adults do not always make best use of

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

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opportunities to develop children’s skills in recognising numbers and in counting, but in most instances these comprise a secure feature of provision. Planning is carefully matched to children’s individual learning needs to help ensure that all children learn at a level appropriate to their stages of development. This means that children who are more-able are successful in reaching their potential. The school rightly places a clear focus on encouraging children to talk about their experiences in order to improve their speech, and to achieve this adults are skilled in sustaining a flow of conversation as they work with the children. At this stage, opportunities to correct immature speech patterns are not often taken. The school is fully aware of this as a point for future development once children have developed confidence in speaking.

The school makes good use of local resources to enhance children’s experiences. For example, visits to the local shops and a trip to a farm, add extra relevance, interest and enjoyment to children's learning. Visitors to the school providing memorable active learning experiences include the local road safety team and fire fighters. Good links with local schools also add value to the children’s education. For instance, pupils from a local school constructed planters for the children to use when growing their own vegetables.

All adults are good at ensuring an environment in which children thrive socially and emotionally. Good attention to children's welfare contributes effectively to their development. Relationships are outstanding and strong home-school links are firmly established. The headteacher’s daily ‘meet and greet’ presence at the beginning and end of sessions provides excellent opportunities for regular exchange of information with parents and carers. The school works very closely with outside professional agencies to help ensure that the needs of children with special educational needs and/or disabilities or those who find themselves vulnerable are fully met. There are very good arrangements for helping children to settle in quickly and effective links with local schools ease transition between the Nursery and Reception Years.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher leads the school well. She has high expectations, which are shared by a committed staff team. Despite staffing cuts, staff morale is high. There is a common sense of purpose in supporting children and their families, and in striving for improvement. Monitoring and evaluation by the headteacher is thorough.

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

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Governance is good. The governing body is well-led and effective in supporting school development. Governors are well informed, although sometimes too reliant on the headteacher for evaluations of data. All requirements for ensuring children's health and well-being are in place, regularly reviewed, and meet statutory requirements. All staff have recently updated their skills in safeguarding children. Procedures for handing children back to their parents and carers at the end of each session are rigorous.

Equality of opportunity is at the heart of the school's work. The progress of different groups is monitored carefully to ensure all have the same opportunities to achieve equally well. Its work in promoting community cohesion is good. Children have many opportunities to broaden their horizons and extend their knowledge of the world around them. They learn to value the different cultural traditions within the local community, for example through experiences shared by a parent of African heritage.

These are the grades for leadership and management

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

Views of parents and carers

The proportion of questionnaires received by the inspection team was above average. The parents and carers who responded and those spoken to during the inspection were unanimous in their appreciation of what the nursery provides. There were no negative comments. Inspection evidence fully endorses the very positive views expressed.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of children registered at Edith Cadbury Nursery 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 57 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	92	2	8	0	0	0	0
The school keeps my child safe	20	80	5	20	0	0	0	0
The school informs me about my child’s progress	15	60	8	32	0	0	0	0
My child is making enough progress at this school	15	60	8	32	0	0	0	0
The teaching is good at this school	18	72	4	16	0	0	0	0
The school helps me to support my child’s learning	17	68	5	20	0	0	0	0
The school helps my child to have a healthy lifestyle	17	68	4	16	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)	13	52	5	20	0	0	0	0
The school meets my child’s particular needs	17	68	5	20	0	0	0	0
The school deals effectively with unacceptable behaviour	17	68	5	20	0	0	0	0
The school takes account of my suggestions and concerns	17	68	5	20	0	0	0	0
The school is led and managed effectively	21	84	2	8	0	0	0	0
Overall, I am happy with my child’s experience at this school	23	92	2	8	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ 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.



5 October 2011

Dear Children

Inspection of Edith Cadbury Nursery School, Birmingham B29 5LB

Thank you for making the inspectors so welcome when we came to visit you. You go to a good nursery where you are taught well.

Here are the best things about your nursery.

You are making good progress in all of your learning. This is because you are really interested in all of the exciting things that you have to do. You make especially good progress in learning how to get on with each other and how to work sensibly by yourself when you need to. Your behaviour is excellent.

You know about how to be healthy and you play sensibly and safely. You know that you can always ask for help if you need it. You like your teachers a lot and your teachers like you too!

The people who are in charge of your nursery are doing a good job and make sure that you are always very safe.

We have asked the people who are in charge of your nursery to see if they can find a way of letting you use your outdoor space much more often. There are lots of exciting things to do there and we know that you enjoy playing there!

You can help to make your school even better by always listening carefully to what your teachers ask you to do.

We wish you lots of success and happy learning!

Yours sincerely

Mike Thompson
Lead inspector

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