

# Chichester Nursery School

## Inspection report

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<b>Unique Reference Number</b>	125808
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	381133
<b>Inspection dates</b>	16–17 November 2011
<b>Reporting inspector</b>	Susan Mann HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	0–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Val Hughes
<b>Headteacher</b>	Candy Daffern
<b>Date of previous school inspection</b>	1 July 2009
<b>School address</b>	St James Road Chichester West Sussex PO19 7AB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed the school's work and saw all staff present at the time of the inspection teach and support children's development. They looked at school improvement planning, minutes of meetings, data and information on children's progress, and curriculum planning. They also spoke with a number of children, parents and carers. Inspectors scrutinised 44 questionnaires returned by parents and carers, as well as surveys from staff at the school.

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

- The provision and outcomes for children with special educational needs and/or disabilities.
- The effectiveness of the work of the governing body.
- The promotion of community cohesion in the Nursery.
- The quality of information and communication technology used by children in their learning and play.

## Information about the school

Chichester Nursery School is part of Chichester Nursery School, Chichester Children and Family Centre and operates out of the same building. The work of the school and centre is under the leadership of the headteacher who is accountable to the governing body. The school is a large pre-school setting but of an average size when compared to other maintained nursery schools offering similar provision. There are 176 children on roll, of whom 101 are in receipt of free educational entitlement.

The majority of children come from a White British background. There are a few families from minority ethnic backgrounds, including those from any other White background and those with Indian, Asian and Chinese origins. The school also offers a breakfast club and an after-school provision which are also managed by the governing body.

**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

Chichester Nursery is an outstanding school. Each child receives an exceptionally high level of care and education. Children are eager to come to the Nursery, and they settle to their learning extremely quickly. They demonstrate close relationships with staff. Children of all ages are wholly engaged in the exciting play-based curriculum, and they are highly motivated to learn. As one parent commented, 'My child is so very happy at Nursery and his development under the guidance of teaching staff makes me proud.'

The school has an excellent track record of exemplary practice and has continued to build on its previous outstanding performance. The superb partnership with the integrated children's centre and its services has developed very well since the previous inspection. This significantly enhances outcomes for many children who attend the Nursery. For example, parents and carers who face challenging circumstances are given emotional and practical help by school and centre staff. Partnership with parents and carers is excellent. The Nursery establishes superb home-school links through regular dialogue, information events, home visits, and a willingness to help and support every family whenever needed. Parents and carers of younger children receive exceptionally well-produced daily diaries to tell them about their child's day in a cheerful and informative way.

The governing body and senior management team are extremely effective in promoting development. All put the well-being of each child at the centre of all management processes, including development planning initiatives. Rigorous self-evaluation processes are very well embedded at all levels in the school. Managers and practitioners are highly reflective and, as a result, practice is continually appraised to ensure children receive learning experiences of the highest quality. As a consequence, the school's capacity for sustained improvement is outstanding. A part of ongoing review and improvement is that the school has recently changed the process for assessing children's learning to maximise the value and use of recording progress. As a consequence, data tracking and evaluation systems are being revised to accommodate these changes so that measurement of progress continues to accurately track each child's development.

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

- Sustain outstanding progress following the recent review of assessment and recording procedures by consolidating existing robust systems of tracking and evaluation.

## Outcomes for individuals and groups of children

**1**

Children have outstanding achievement during their time in the Nursery. Overall, they enter with levels of development that are below national expectations for their age. They then learn at an extremely rapid rate and, by the time children leave the Nursery for school, their overall attainment is above average and standards exceed national expectations. This represents outstanding progress. Children progress extremely well in all areas of learning.

Children concentrate very well and give activities their full attention. A very large proportion of the curriculum is delivered through exciting, child-initiated play. Children are always actively involved in their learning. For example, children chose to play at the 'pirate island'. Here, they explored the scientific properties of magnetism by searching for treasure in the sand with their magnets. They then extended their learning by counting up their pieces of treasure and writing down how many they had gathered. The children had great fun and demonstrated a very good understanding of numbers and magnetism, as well as excellent pencil control. In the 'Up to 3s' area of the Nursery, children's levels of concentration also surpass age expectations. Activities are very well suited to their individual needs. The Nursery puts an extremely high focus on the development of children's communication, language and literacy and the success of this is shown by the excellent development children make in this area of learning.

Children with special educational needs and/or disabilities make outstanding progress. Individual plans of learning are detailed to ensure the correct support is provided, and delivery and progress are evaluated thoroughly. As a result, children in receipt of additional support do extremely well in their progress and development. Children who speak English as an additional language also make exceptional progress. There is a high focus on communication throughout the Nursery and all staff and many children use signing in their play through the Nursery's Sing and Sign programme. This facilitates effective communication for those children less confident in their use of English. There are also many signs and resources in children's home languages which support their development. Those children who speak Polish enjoy being with the Polish staff member, and also love to teach other staff words and phrases from their home language.

Children show a superb level of respect to one another and to staff, and this is reciprocated to create an extremely friendly and positive environment. They share resources with one another with little or no prompting from adults, and they are kind and considerate to each other. They have a very good understanding of right and

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wrong actions. Behaviour is exemplary and supports concerted learning very well. Children are very reflective learners, and are encouraged to think situations through by staff. The school maximises opportunities to explore the cultures of children in the school so they learn to understand the family backgrounds and cultures of their classmates. Children work very well together in games such as The Bear Hunt and in routines such as tidying up the resources. Staff give constant and relevant praise and encouragement to children of all ages and this promotes their self-esteem extremely well.

Strong relationships between staff and children are clearly evident, and this helps children feel very safe. They are encouraged to be adventurous in their play, and they assess and manage their own risks exceptionally well as a result of this. For example, children show great care and awareness of others as they move energetically around the outdoor area on tricycles, taking care to avoid one another and equipment. They relish the wealth of outdoor activities on offer, and benefit from daily fresh air and exercise. Children enjoy the healthy snacks and meals at the Nursery, and many are developing their understanding of healthy living very well. Children demonstrate an exceptional level of self-assurance in their learning and social interaction. They are confident because the environment and nursery routines promote independence very well, and staff are dedicated to building children’s self-esteem. Children develop excellent learning habits to prepare them for the next steps in their educational life.

*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>1</b>
Taking into account:	
Children’s attainment <sup>1</sup>	2
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>1</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>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

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## How effective is the provision?

The Nursery provides an extremely high level of caring and individualised support for children and their families. Staff establish open and communicative relationships with parents and carers. The school makes excellent use of its links with children's centre services to facilitate very good targeted support for those in need of help with issues such as behaviour management and family upset. One parent summed this up, 'Not only does the Nursery support the child but also the parent. I feel understood and validated. I am always learning how to be a better parent.' Transition arrangements are excellent for children entering and leaving the Nursery. In readiness for when children start at their next school, the Nursery provides school jumpers to try and photographs of every school that children are moving to, so that children can become more familiar and confident about moving on.

Teaching is of a very high standard throughout the Nursery. All adults working with children show a superb understanding of how young children learn and, as a result, activities and routines are completely suited to children's needs. Assessment procedures are thorough in measuring children's development. Children's portfolios provide pleasing records of how well children progress. Staff take this knowledge into account and it drives the planning of challenging learning opportunities for each child.

The curriculum is perfectly matched to the needs and interests of the children and the learning environment is very well organised and resourced. The provision of child-initiated learning is delivered very well and children are completely enthused about the wonderful array of choices on offer each day. Activities are presented in innovative ways to excite children's interest. For example: younger children develop their communication and writing skills when playing in the doctor's surgery role-play area; they discuss illnesses and 'inject' staff with medicines; and they make marks on pictorial prescription notes to represent their treatment recommendations. Older children enjoy painting in a wide variety of forms. One child paints over a clear wax drawing and is surprised when the wax becomes visible: she says, 'Wow, that's amazing.' The provision for information and communication technology (ICT) is excellent. Children use a wealth of relevant resources and equipment to enhance their learning, and in meaningful ways to support their learning across the curriculum. For example, children frequently use the photocopying machine to make copies of their written work and artwork, and they use digital cameras to photograph their construction projects.

In the extended day care before and after school, sessions are very calm and children busy themselves talking with one another and with staff, as well as sharing meals and playing with a very good range of resources. These sessions provide an excellent start and close to the day for children.

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*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	<b>1</b>
<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 leaders and managers of the school are very forward thinking and are dedicated to ongoing development. They regularly challenge themselves to improve further. The headteacher provides inspirational leadership and staff morale is very high throughout the school. Rigorous performance management systems are well embedded and consistently applied throughout the Nursery. The governing body is highly effective in its role and makes an exceptional contribution to the success of the school. Evaluation is threaded throughout governor practice to ensure everyone has a complete understanding of the Nursery’s priorities. The governing body also assesses its own performance to assure governors are fully informed and their activity is pertinent to the needs of the Nursery. Safety of children is a top priority. Safeguarding procedures are exemplary. Liaison with relevant external agencies is very good, and staff are tenacious in their approach to promoting children’s well-being. Risk assessment processes are thorough.

High emphasis is given to inclusive practice towards children and their families. Sophisticated monitoring of children’s development is used by the management team and teachers and this is successful in identifying any child or groups who are not progressing as well as others so that further support can be given. The Nursery has improved its promotion of community cohesion since the previous inspection. A thorough analysis of the school’s context has been made and identified actions addressed. As a result, children’s understanding of local, national and global aspects is very well defined in ways appropriate for their age. In particular, the Nursery community is extremely cohesive: children are kind and thoughtful to one another, and inclusive practice is embedded throughout the school.

*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	<b>1</b>



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<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>1</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

A lower proportion of parents and carers than is often the case returned a completed questionnaire. The overwhelming majority of responses were positive, with almost all parents and carers indicating a high level of satisfaction with the work of the school. The proportion of all positive responses was above the national average. All parents and carers agreed with some statements, including that the school keeps their children safe, and that their children enjoy school. The inspection found the outcomes for children to be outstanding.

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

Ofsted invited all the registered parents and carers of children registered at Chichester 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 176 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	89	5	11	0	0	0	0
The school keeps my child safe	35	80	9	20	0	0	0	0
The school informs me about my child’s progress	32	73	12	27	0	0	0	0
My child is making enough progress at this school	29	66	14	32	1	2	0	0
The teaching is good at this school	37	84	7	16	0	0	0	0
The school helps me to support my child’s learning	30	68	13	30	0	0	0	0
The school helps my child to have a healthy lifestyle	32	73	10	23	1	2	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)	28	64	13	30	0	0	0	0
The school meets my child’s particular needs	30	68	10	23	1	2	0	0
The school deals effectively with unacceptable behaviour	28	64	13	30	0	0	0	0
The school takes account of my suggestions and concerns	29	66	14	32	0	0	0	0
The school is led and managed effectively	35	80	8	18	0	0	0	0
Overall, I am happy with my child’s experience at this school	38	86	5	11	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](http://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"> <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.**



18 November 2011

Dear Children

### **Inspection of Chichester Nursery School, Chichester PO19 7AB**

We enjoyed our visit to your Nursery school and liked seeing how much fun you have there. Thank you for playing with us and telling us all about the things you like to do. We have judged your Nursery school as outstanding: this is the best judgement we can give.

Your Nursery school has lots of very good features, and there are far too many to mention in this letter, but there are some that are especially excellent:

- The activities provided for you are very good and help you find out about a very wide range of things. The indoor and outdoor areas are full of exciting things to do that will help you learn. We saw you having lots of fun painting and watching things float and sink in the water tray.
- The teachers and adults who help you each day are very good at helping you learn so that you make excellent progress. The portfolios you make of your work are a very good way of showing how well you are doing so that teachers know what to help you do next.
- We were especially impressed to see how kind you are to one another. We saw lots of you share your toys with one another which is very important. We think you all behave very well and this helps you to learn even more.
- When you are at the Nursery, you take very good care to keep yourselves safe, and the adults help you to do this. In the outdoor area, you are very careful of one another when you are riding on the trikes, or when you are running away from the bear in the Bear Hunt.

We have asked your teachers to help you even more by continuing to improve the ways they look at how much you are learning, so you can all carry on making excellent progress.

We hope you all continue to have lots of fun and keep on learning well at Nursery.

Yours sincerely

Susan Mann  
Her Majesty's Inspector

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