

Westfield Nursery School

Queensberry Road, Longton, Stoke-on-Trent, Staffordshire, ST3 1QZ

Inspection dates 18 December 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All children achieve exceptionally well from the time they join the Nursery.
- Children reach at least, and many exceed, the levels that are nationally expected for four-year-olds by the end of the nursery year.
- Children rapidly develop excellent behaviour and concentration. They are resilient when tackling problems and do not easily give up. Children know they are safe.
- Teachers and support staff provide many inspirational and purposeful learning opportunities to capture the enthusiasm and interest of the children.
- Teachers base their planning on a precise understanding of individual children's needs and interests. The impressive curriculum ensures that all children enjoy their learning and work hard.
- Both indoor and outside learning environments are highly stimulating with creative and celebratory displays of children's work.
- Leadership and management are outstanding because the school has continued to improve in all areas, including children's achievement and the quality of teaching, under the leadership of the headteacher and governing body. The school is able to share its expertise across the local authority and beyond.
- The school development plan has identified all the correct areas for further improvement. Last year the school exceeded its target in ensuring that over half of the children made excellent progress in numeracy. This year the target is the same but in early writing.
- Parents are very happy with all that the nursery provides. Responses to various school questionnaires, as well as from parents during the inspection, express total confidence in the nursery and its work.

Information about this inspection

- The inspector spent six hours observing children, including sessions where children were led by a key worker or teacher and where they were learning independently, both indoors and out.
- Meetings were held with the headteacher, members of staff, the Chair of the Governing Body and a representative from the local authority.
- Some of the school's documentation was scrutinised, including teachers' planning, safeguarding procedures, the checking on the quality of teaching and data on children's progress.
- The inspector took account of the six responses on Parent View, the online questionnaire, and the school's most recent questionnaire to parents; she also held informal conversations with many parents bringing their children to school.
- Responses from 10 staff questionnaires were analysed.

Inspection team

Judith Straw, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is of a typical size for a nursery school and offers 45 full-time places to children aged three-to-four years.
- A children's centre is located on the same site and shares the same outdoor learning area. The children's centre was not part of this inspection.
- About 27% of the children are from the British Asian community. Many of these children are learning English as an additional language.
- The proportion of disabled children and those with special educational needs supported through school action or early years action is typical for this age group.
- Support through the pupil premium is only available for a very small number of children.

What does the school need to do to improve further?

- The school has set correct targets for improvement in its development plan. These are:
 - to increase the proportion of children reaching and exceeding the typically expected levels for their age in early writing on exit from the nursery
 - to develop its work in sharing good practice with other schools and its contribution to initial teacher training.

Inspection judgements

The achievement of pupils

is outstanding

- Children enter the nursery with skills, knowledge and understanding much lower than most three-year-olds. They learn rapidly and, by the end of their nursery year, almost all achieve the levels expected for their age and, in the last three years, about one third of children exceeded this level.
- Currently, children in the nursery are making excellent progress and, after only one term, have already developed many important skills to make them effective learners. They are curious to find out how things work and do not give up when a task is becoming difficult. This can be seen, for example, when children tackle challenging jigsaw puzzles and work with scissors to cut shapes from cardboard.
- Some of the children who speak English as an additional language start school with little experience of speaking English. They learn quickly because of the emphasis adults put on speaking and listening and receive excellent support from bi-lingual teaching assistants.
- Disabled children and those who have special educational needs are quickly identified. Early assessments ensure that staff know which children need extra support and so work can begin immediately on helping them to become successful learners. All adults are aware of the children's needs and the high quality support enables the children to make excellent progress.
- The unremitting focus on personal, social and emotional development ensures that children quickly become confident enough to explore, ask questions and keep their concentration. Children listen to adults carefully, learn new words, engage in lots of singing and develop a creative imagination. For example, children in the outdoor area were packing up Christmas parcels to send to the North Pole, but some contained teddies and other toy animals so the children explained that they had made holes in the top of the boxes, 'So that the teddies can breathe properly.'
- Children enjoy counting and can count accurately. They understand the concepts of 'one more', or 'one less' and enjoy using the whiteboard to match numbers and shapes with great accuracy. Children have achieved particularly well in numeracy skills in the last three years. The school is now setting the same challenging targets for early writing.
- The outdoor area, with its exciting equipment and imaginative layout, ensures that children have every opportunity to develop physical skills. Children know that in cold weather they must put on coats, hats and gloves and can do this without help. They play safely on bicycles, tractors and other toys.
- Children relish creative activities and their colourful pictures, collages and models adorn the walls. They enjoy music and readily join in songs, easily remembering words and tunes.

The quality of teaching

is outstanding

- All adults are skilled at turning every activity into a learning opportunity from the moment children arrive. Registration, early greetings, breakfast club and first activities are all used as opportunities to develop basic speaking and numeracy skills.
- Nursery staff have excellent relationships with the children and this is a key reason why they settle so quickly and happily and so are ready to learn. Strong emphasis is placed on developing children's self-esteem and confidence.
- Adults enable children to explore, investigate and find things out for themselves. Throughout the day, adults are interacting, talking, questioning, developing language and guiding children's learning. Assessment of progress and planning for the next steps for each individual child takes place in a daily planning meeting.
- Adults create a rich and interesting learning environment with a strong focus on singing, storytelling and developing understanding of numbers. The children are split into three groups and have some sessions led by an adult and some where they choose their own activities and follow

their own interests. Adults are very effective observers and quickly respond to children's interests. One highly successful session was based on using alliteration to see how some words sound alike. The children enjoyed feeling and touching the texture of different foods such as jelly, honey and noodles and soon created their own rhyme and song.

- The outdoor learning area is exciting with special tunnels, a secret garden, an insect 'hotel' and an excellent range of equipment to ensure children's successful physical development and enhance their interest in the natural world. In addition, the school uses a local country park for 'Forest School' activities. All children attend sessions every half term and displays of photographs vividly illustrate the wide range of activities which the children have clearly enjoyed.
- Bi-lingual staff ensure the full inclusion of all children. Bi-lingual story time is a highlight where all the children have the opportunity to learn words, numbers and songs in a different language.
- The special educational needs coordinator makes sure that every child who needs extra support is identified early. Individual education plans are drawn up, involving the parents and child. These are shared with all adults and later passed on to primary schools.

The behaviour and safety of pupils are outstanding

- Children's behaviour is outstanding because they are fully occupied, interested, playing and learning from the moment they arrive.
- Children show excellent levels of concentration and perseverance. For example, a group of children were filling little socks with sand and working out how much heavier they became and how the biggest sock was the heaviest.
- Children are happy to play together in pairs and groups. Relationships are friendly and children support each other in a caring way. They take turns, share and listen to each other.
- Relationships between adults and children are excellent so that children thrive in the safe, secure and stimulating atmosphere. Parents spoke warmly of their complete faith and trust in the nursery.
- The nursery has few rules but children know what they are and say that they are always well-looked after and that no-one is unkind.
- Children understand how important it is to regularly wash their hands before lunch and after going to the toilet. They know that they must put on warm coats before playing outside and must help with tidying up.

The leadership and management are outstanding

- Parents are unanimous in their praise for the headteacher and staff. Leadership is outstanding. The staff are enthusiastic and the teamwork is excellent.
- The checking of teaching and learning is very well conducted by the headteacher and senior leaders. All staff take on areas of responsibility and are fully involved in ensuring that children make the best possible progress. In the academic years when pupil premium funding is available, the headteacher ensures that it is spent on promoting the achievement of the children concerned through extra, skilled teaching.
- Children's progress is checked meticulously. A new tracking system, developing this year in response to the new framework for early years teaching, is further refining teachers' understanding of how well children are learning.
- The setting of targets for teachers to help them to improve their performance is rigorous and very well planned. All adults, teachers and support staff are subject to the process and are accountable for the children's progress.
- The curriculum is vibrant and enhanced by excellent opportunities to work with experts such as the country park ranger and artists. Children love their 'Forest School' trips where they learn more about their responsibilities to the environment. Children enjoy the celebrations of many

cultures such as Christmas, Eid and Chinese New Year. As a result the curriculum firmly supports children's excellent spiritual, moral, social and cultural development.

- The nursery has an excellent partnership with parents, providing courses to help them to support their children's education. Parents praise the excellent induction arrangements.
- The local authority recognises the high quality of the school's work, using it as an example of excellent practice. The school supports nursery education across the local area and the headteacher also serves with a group of professionals developing initial teacher training in conjunction with Derby University. This is an aspect of its work which the school wants to develop further.
- Safeguarding arrangements are exemplary. All welfare requirements for children under the age of five are fully met.
- **The governance of the school:**
 - The governing body has an excellent understanding of the nursery's strengths and areas which they want to develop. Governance has improved since the last inspection when it was judged to be good. Governors have undertaken extensive training to equip themselves with the necessary skills to check on the school's progress in all areas. They manage the headteacher's performance review and hold the school to account very well. Governors are fully involved in planning the school's direction and in setting challenging targets. They ensure that there is no discrimination of any kind and that every child has an equal opportunity to achieve. Financial management is excellent.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123951
Local authority	Stoke-On-Trent
Inspection number	402210

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Tanya Fynney
Headteacher	Gill Farnworth
Date of previous school inspection	18 May 2010
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