

# Taywood Nursery

Accrington Road, Burnley, Lancashire, BB11 5AE

**Inspection dates** 22 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- Taywood Nursery is a very special place to learn. Adults and children work very well together and have excellent relationships so that learning takes place naturally.
- Children behave extremely well. They play so well together and are so involved in what they are doing that even minor disagreements are very rare.
- All the staff work exceptionally well as a team, characterised by very high quality professional relationships with each other, the children and parents.
- Children make excellent progress in their physical, social and communication development. They form ideas alongside adults and quickly develop skills to explain what they have done.
- Staff use every minute remarkably well to have continual conversations with children about what they are doing. Well-focused and well thought-out questions enable children to try new experiences and make new discoveries.
- The whole nursery, indoors and outdoors, is laid out so that children have an excellent choice of equipment and activities always available to them, based on what they need to learn and what they enjoy.
- Leaders and managers involve children, parents and the governing body in working out how to continually improve. They make changes in response to suggestions and are always looking for new ideas and learning new things together. These are very effective and this is one of the reasons for the outstanding teaching and achievement.
- Staff promote literacy very well, with strong improvements evident in children's reading and writing. However, a few children's fine motor-skills are not sufficiently well developed to help them mark-make and write with confidence.

## Information about this inspection

- The inspector made observations of children working both independently and on adult-led activities, observing teachers as well as early years practitioners over one whole day. She was accompanied by the headteacher for most of these.
- Meetings were held with staff, school leaders and two members of the governing body. The inspector also held a telephone conversation with a representative of the local authority.
- Parents had not responded to the online parent questionnaire (Parent View) to aid in planning the inspection and at the end of the inspection there were three responses. The inspector reviewed information from responses to a survey of parental views by the school that took place in July 2012.
- The inspector took into account the views that staff expressed in the questionnaires they returned.
- The inspector observed the school's work and looked at a number of documents, including the school development plan, documents relating to safeguarding, behaviour and safety, and data on children's current progress.

## Inspection team

Sarah Quinn, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Taywood Nursery is a smaller than average nursery school.
- Children attend on a part-time basis with some staying for the rest of the day in the extended provision day care.
- The majority of children are from White British backgrounds.
- The proportion of disabled children and those with special educational needs, supported at early action is above average. The proportion of children supported at early action plus or with a statement of special educational needs is also above average.
- Because of their age, no children are entitled to the pupil-premium funding. However, an above-average proportion of children are known to be eligible for free school meals.
- There is an onsite extended provision, which cares for younger children and provides wrap-around care for children attending the school. This setting has its own inspection and the report is available on the Ofsted website.

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

- Provide more opportunities to help children build their fine muscle and motor controls by:
  - providing malleable materials that offer resistance
  - ensuring that there are focused opportunities around the setting for children to manipulate a variety of tools
  - considering ways to make mark-making more physical.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children thoroughly enjoy their learning. Their ability to work well together and take responsibility for their own learning and their quickly developing independence are key factors in their extremely positive attitudes towards learning.
- Children challenge themselves to try new things and increasingly act independently, knowing that adults will always be there to help if necessary. For example, they confidently use the sledges for races in the snow or paint with powder paints in the ice and snow. Because of the extremely safe and encouraging atmosphere, they quickly progress.
- Typically, children start nursery with skills and abilities well below those found nationally. Children in the nursery achieve extremely well, as the progress they make from their starting points is very fast.
- Irrespective of their starting points, all children, including groups such as those known to be eligible for free school meals, make outstanding progress in all areas of learning. A large majority achieve within age-related expectations after only one year. Their achievement demonstrates the substantial gains they make to narrow the gap between their attainment and that of other children nationally.
- Children make excellent gains in their literacy skills. They do so well because of the strong focus on developing their speaking and listening skills. Consequently, children, including those with special educational needs and speech and language problems, all make excellent gains in this aspect of their learning.
- While all enjoy a wide range of mark-making activities, some do not yet have the fine muscle control to confidently mark-make throughout the provision.
- Children make particularly good gains in their mathematical skills because of the school's highly effective promotion of numeracy and problem-solving in all areas of learning.
- Reading is promoted extremely well by all staff and the use of 'core books' ensures children become familiar very quickly with well-known texts. Children are very keen to share books with each other, often retelling and re-enacting stories through play. For example, they re-enact Goldilocks and retell parts of the story in the small world area and in the home area.
- They quickly develop the skills of linking sounds and letters (phonics), using these to recognise and write their own names. They learn new sounds quickly through activities full of fun like 'silly soup'.

### The quality of teaching

### is outstanding

- Teaching is outstanding because the staff reflect on their practice at the end of every session in a meeting when individual children's learning is discussed in depth and their next steps planned.
- The methods used to teach are continually under review. All staff are extremely committed to doing the best they can for the children in their groups. The school has built on its strengths and improved still further since the last inspection. The impact of improved teaching can be seen in children's outstanding achievement.
- One of the most important changes has been to the focus of observations and planning. Adults now focus on what children are learning rather than what children are doing. More focus is now put on planning work to meet the developmental needs of individuals and this is helping children to develop excellent learning habits for their future education.
- There are excellent interactions in which staff extend children's learning or suggest other options they might consider. Staff provide excellent opportunities for children to think about how they feel about their work. The imaginative use of language and vocabulary is a strength throughout the nursery.
- Central to the school's approach is the belief that during the early years of development, children

become who they are as individuals. Consequently, the teaching team promotes the principles of respect and responsibility. Children thrive in this environment and their spiritual, moral, social and cultural development is particularly well developed for their age.

- Staff plan work well to address any barriers to learning. One adult provided outstanding support on a one-to-one basis for children needing extra support, for example with their concentration and focus, when using craft materials and counting the lolly sticks. The staff clearly enjoy being part of the nursery team and working with the children. All staff agree that they are proud to be a member of staff at this school.

### **The behaviour and safety of pupils are outstanding**

- A well-established programme of visits before children start at the school, and excellent relationships with the on-site extended provision nursery, not only help staff to get to know the children and their needs, but also help families to prepare their children well for school. As a result children settle quickly into school life right from their very first day.
- Children develop self-confidence, trust in the teaching team and are enabled to develop very well both their independence and social skills. Children show high levels of persistence on activities and concentration throughout the sessions they attend.
- Children look out for each other and work together very well. There was very productive cooperation, for example, between children in the role-play home area where they made breakfast for each other and used the clock to tell the time.
- Children were very aware of their own capabilities and played well together in the snow, showing an excellent awareness of the possibility of slipping and helping each other up the hill.
- The excellent community spirit which exists within the school is to be seen throughout the sessions when children eat snacks together, chat confidently with staff and very competently use sign language to ask for food and drink.
- The school has close links with the nearby primary school and with other local schools. It works with them to ensure a smooth transition for children as they move up into the Reception classes.

### **The leadership and management are outstanding**

- Parents responding to the online questionnaire, and completing the schools own questionnaire, had no hesitation in recommending the school because of the high quality of its leadership and management.
- The headteacher sets a very professional example and is instrumental in facilitating the firm foundations upon which the school continues to build the high-quality teamwork necessary to sustain its outstanding capacity for further improvement.
- The systems used by leaders to improve and support the performance of staff are highly effective. Training and development systems are personalised and linked to the school development priorities. This enables all staff to continue to develop and refine their skills, and to research and try out new methods. As a result of these systems, the quality of teaching has improved rapidly and is now consistently outstanding.
- Families appreciate that such aspects do not happen overnight but are the result of continuous hard work on the part of the staff and governing body. Parents are kept very well informed about children's work at the start and end of sessions, and through the Learning Journey books. These contain a lot of photographic evidence of children's work in all areas of learning and also focus on the characteristics of effective learning. The informative website and very detailed newsletters also contain excellent information about what children will be learning and the work they have carried out.
- Joint observations during the inspection show that the senior leadership team has an excellent understanding and appreciation of the quality of teaching and learning. Discussions with staff

show thoroughly professional levels of self-evaluation.

- The school's tracking and support for children with special educational needs is detailed and effective. The advice given and professionalism shown by the special educational needs coordinator is much valued. Every child receives individualised support ensuring they make rapid progress.
  - The school plans meticulously the aspects to be taught from the Early Years Foundation Stage and this provides excellent opportunities for children to develop thinking skills and creativity. The coverage of the seven areas of learning is monitored carefully.
  - The school's arrangements for safeguarding children are rigorous. Risk assessments, day-to-day monitoring, documentation and practical action are all of high quality.
  - The local authority is highly confident and satisfied with the performance of the nursery and provides light touch support for this outstanding school.
  - **The governance of the school:**
    - The governing body contributes significantly to the everyday life and work of the school; monitoring visits are regular and governors are seen as part of a valued partnership with the school. Governors are well informed and make excellent use of members' expertise in support of the school. The governing body monitors regularly the impact of teachers' performance-management targets, which are focused on maintaining and developing further the quality of teaching, and improving achievement. Governors reward good teaching and tackle underperformance, which is very rare. Members monitor safeguarding procedures and understand fully their responsibilities to ensure safeguarding arrangements are secure. Governors work closely with the senior leaders to evaluate the school's performance and contribute to, and monitor, the school-improvement planning. They ensure equality of opportunity for all children and families, and actively tackle discrimination where appropriate.
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## 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

<b>Unique reference number</b>	133372
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	402570

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

<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gail Barton
<b>Headteacher</b>	Gail Murphy
<b>Date of previous school inspection</b>	16 November 2009
<b>Telephone number</b>	01282 425601
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