

Woodfield Nursery School

Sefton Street, Brierfield, Nelson, Lancashire BB9 5BE

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and children

This is a good school.

- Children thrive in this welcoming nursery, because they are known and valued as individuals. They settle in happily and enjoy all the activities provided for them.
- Parents say they feel very well informed; they say the nursery involves them in checking on how their children are doing and staff also help them to help their children learn at home.
- Teaching is good, with some outstanding practice, so the children make good progress and achieve well.
- From generally low starting points, most children gain the knowledge and skills expected for their age by the time they leave the nursery. They are well-prepared for their next school.
- Children learning English as an additional language are very well-supported and make good progress in all the areas of learning.
- Children with special educational needs are identified quickly and given the help they need, so that they make good progress from their starting points.
- Children behave extremely well. They are pleased with their achievements and are keen to talk about all they have done and learned in the nursery. They feel very safe and secure.
- The headteacher is an effective leader. Staff work together well and everyone strives for the best outcomes for the children. Governors support the nursery well and check on its work and on the children's progress.

It is not yet an outstanding school because

- The headteacher and staff are working hard to make teaching even better, but there has not yet been enough time for recent improvements to achieve their full impact. This is why children's achievement is good, overall, rather than outstanding.
- The nursery sets out achievement targets for the children for the whole year, but does not have clear targets for each term. This restricts leaders' overview of how well the nursery is doing from term to term.

Information about this inspection

- The inspector observed a wide range of activities in the nursery over the two inspection days, including observations of the children in activities they had chosen for themselves, in activities led by adults and in small-group sessions led by staff members.
- She spent time with individual children, looking at and discussing their 'learning journey' folders, which are records of their achievements during their time in the nursery.
- Meetings and on-going discussions were held with the headteacher, with the leading teacher and with other staff members. The inspector met with three members of the governing body and with a representative of the local authority.
- There are currently only a very small number of responses to the on-line parent questionnaire (Parent View) and so parents' views are not yet summarised on the Ofsted website. However, the inspector met and had discussions with 15 parents and one grandparent who called into school during the inspection to give their views on the nursery.
- 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

Diane Auton, Lead inspector

Additional Inspector

Full report

Information about this school

- The nursery provides part-time places for children in morning and afternoon sessions.
- The proportion of children supported at Early Years Action and at Early Years Action Plus is broadly average. There are currently no children on roll with a statement of special educational needs.
- Most children are from British Asian backgrounds, with either Urdu or Punjabi as their main home language. A small number of children are from White British backgrounds and speak English as their home language.
- A new headteacher was appointed in September 2012.
- The nursery school provides playgroup sessions for two-year-olds on three days every week during term time.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in the nursery to enable children to make even better progress in their learning by:
 - continuing to share and develop skills across the staff team
 - further implementing the school's systems for checking on the quality and impact of teaching.
- Set out explicit targets each term showing how much progress the nursery expects the children to make in each of the areas of learning, so that leaders, including governors, can measure success across the terms and gain a sharply defined picture of how well the school is doing.

Inspection judgements

The achievement of pupils is good

- When they start in the nursery, most children are at an earlier stage of development than would be expected for their age and a majority are at a very early stage in learning to speak and understand English. Some children, including those who are disabled and those who have special educational needs, are at very early stages of learning.
- Children make good and sometimes outstanding progress in all of the areas of learning. The majority of children are working confidently at the expected levels for their age by the end of their time in the nursery; a few children do even better than this and achieve a little above expectations for their age.
- Children who are disabled or who have special educational needs make good progress in relation to their abilities and starting points. They are fully included and participate in all nursery activities.
- Children who are learning English as an additional language make very good progress in developing their communication skills, as a result of the very effective support they are given.
- Children in minority groups, including White British children, achieve as well as everyone else in the nursery and make good progress from their starting points.
- Children make good progress in their personal, social and emotional development. They try hard to do things for themselves, such as putting coats and boots on to play outdoors or remembering to wash their hands after messy activities or before snack time.
- Very good teaching is helping children to start to recognise sounds in words and the letters that represent them. All of the children are showing an interest in these new small group sessions and some more-able children are starting to make rapid progress in early literacy.
- Children are very interested in books and stories; they enjoy mark-making and writing activities and are keen to practise writing their names and labelling their work. They especially enjoy the many opportunities they have to sing together and to make up songs and raps. Parents report that children love to sing their new songs to entertain the family at home.
- Children are learning to record their counting activities by writing numbers or by making marks on paper. They are learning to recognise and name shapes accurately. Activities on the interactive whiteboard or with toys that can be programmed are helping to establish the skills they will need to use information and communication technology confidently.

The quality of teaching is good

- Teachers plan activities well. Staff review their work together each week to ensure that the activities are interesting for the children and that they support their learning and progress well.
- Staff are effective in supporting children through questions and prompts. This helps the children to develop their ideas and extend their thinking and understanding. They allow the children plenty of choice and freedom to decide on how an activity will develop, but, at the same time, they are watchful and supportive, always there to lend a hand.
- Children are increasingly able to show that they are gaining in confidence as learners as a result of good teaching. For example, during one key group's story time, some children were quick to offer their ideas when asked questions about what was happening in the story. However, the key worker had to work hard to make sure that some of the more reticent children were drawn into the conversation. She did this well, but the example shows that, while the overall impact of teaching on children's learning is positive, there is more to do to fully reinforce successful learning habits for all of the children.
- Several support staff members are bilingual and are skilled in providing for children who are learning English. This is a key factor in the good progress these children make.
- Every child has a designated key worker who has a detailed overview of how they are doing.

Children spend time with their key worker in a small group each day and she is the first point of contact for their parents. This arrangement operates successfully in the nursery and is valued by parents and children.

- Staff make careful checks on children's progress and carry out a formal review each term. In a new development this term, parents have been invited to assist their child's key worker to complete an assessment of how well their child is doing. Parents have not hesitated to take up this offer and say how valuable they have found the assessment meeting. Staff say that input from parents is helping to give a more complete picture of each child's achievement and that this information will be used to help plan the next steps for each child.
- This new development and others, such as the new sessions to teach children about letters and sounds, have not yet had time to make their full intended impact on the children's learning and progress.
- Staff work productively with a range of other professionals to ensure good support for children who have special educational needs; this is helping to enable those children to make the same good progress as everyone else.

The behaviour and safety of pupils are outstanding

- Children's behaviour is exemplary. Because they are so busy and so highly involved in enjoying the activities that are provided for them, there are very few squabbles. Children are learning to share and take turns. They listen carefully to the good direction provided by the adults in the nursery and always try their best to show kindness and respect for others.
- Children chat together happily during activities and enjoy playing and working together with a partner or in a group. They take part in role-play activities together, acting out favourite stories. They are learning to concentrate on an activity for increasing periods of time and to complete a task before moving on to something else.
- Everyone knows and understands the school's routines. Children respond to signals at the end of sessions and know when it is time to move into their key worker groups. They tidy up enthusiastically at the end of the morning or afternoon and understand they must do this so that the nursery is ready for the children who come to the next session.
- Children have a good understanding of what are the right and the wrong things to do. Staff are very positive role models and everyone is treated with care and respect in the nursery.
- Most children attend regularly and parents make sure they arrive on time for the start of sessions. Nursery staff work hard to help families establish good attendance habits in time for when the children start school and staff work supportively with families who experience difficulties around regular attendance.
- Parents say that children who attend the playgroup usually find transition to the nursery to be stress-free. Induction arrangements for all of the children are planned with care and sensitivity, in close consultation with parents, so that every child can make a smooth start. The school has good links with local primary schools and works with them to ensure that children make a successful transition into the Reception classes.

The leadership and management are good

- The headteacher, in her second term in post, is a strong leader. Parents made many positive comments about her leadership, saying how especially pleased they were to find that they are encouraged to get involved in their children's learning.
- The headteacher is supported well by the leading teacher and by all of the other practitioners in the nursery; everyone shares her determination to achieve the best possible outcomes for the children.
- Robust arrangements are in place for checking on how well staff are performing and this is measured against the progress children make. A programme of regular staff training is in place

to ensure that everyone's skills are continually being updated and improved. This includes 'in-house' training, with staff sharing their skills across the team. All of this has already started to enhance practitioners' ability to support children's effective learning, but leaders know that there is still more to do to ensure that the proportion of outstanding teaching continues to increase.

- The school development plan identifies well-chosen actions to help the children to learn and progress well. It sets out achievement targets for the end of the year, but these are not broken down into targets for each term, against which to measure progress from term to term.
- The curriculum is well-designed and regularly reviewed to make sure it is always fresh and interesting for the children. The nursery celebrates festivals across all of the faiths and cultures represented in school and this contributes well to children's spiritual, moral, social and cultural education. Enrichment is added by visits to interesting places in the locality and by visitors to school, such as theatre groups.
- A programme of refurbishment at the start of the school year has brought about significant improvements to the school's learning environment. Teaching areas are now bright, safe and attractive.
- The local authority provides regular advisory support for this good school.
- **The governance of the school:**
 - Governors are very supportive and they wholeheartedly share the headteacher's ambitions for taking the school forward. Governors have a good understanding of children's achievement and of the quality of teaching and learning in the nursery. They are able to ask searching questions of leaders and staff from an increasingly well-informed standpoint. The headteacher supplies them with clear and regular reports and governors also attend regular training events to keep their skills sharp. They contribute to managing staff performance and pay, ensuring everyone is held to account for children's progress. Governors carry out their statutory duties effectively, ensuring that procedures to safeguard children's welfare are managed well and reviewed regularly. They ensure that equal opportunities are promoted vigorously, that all children have every opportunity to enjoy all of the activities in school and there is no discrimination.

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	119088
Local authority	Lancashire
Inspection number	401808

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	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Kath Bennett
Headteacher	Catherine Jane Imrie
Date of previous school inspection	14 July 2010
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