

Burnwood Nursery School

Chell Heath Road, Chell Heath, Stoke-on-Trent, Staffordshire, ST6 6PB

Inspection dates

24–25 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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 pupils

This is a good school.

- Children make outstanding progress in personal, social and emotional skills and good progress in other areas of learning.
- Children are well prepared for the next stage in their education because of the good and sometimes outstanding teaching they receive.
- Children benefit from a high quality indoor and outdoor learning environment.
- The school is led effectively. The leadership team has a clear vision for the best possible achievement for children. Since the last inspection, improvements to the outdoor learning environment and systems to track children's learning have had a positive impact on children's progress.
- The governing body gives good support to the school. They are very keen to see the school improve even further.
- Relationships with parents are excellent. Parents are extremely happy with the nursery. They are particularly pleased with how quickly their children settle and with how much they enjoy coming to school.
- All groups of children make equally good progress in developing their key skills. Disabled children and those who have special educational needs often make rapid progress during their time at school.
- Children's behaviour is exemplary. They are safe, secure and happy.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Staff do not focus enough on how to move children's learning on through asking challenging questions in order to make them think harder, and introducing new vocabulary.

Information about this inspection

- The inspector observed a wide range of activities in the nursery over the two inspection days, including activities children had chosen themselves, others led by adults, and small group sessions led by staff members. Some teaching was observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, governors, staff and parents. A telephone conversation was held with a representative from the local authority.
- The inspector looked at key inspection documents, including data on children's progress produced by the school, procedures for safeguarding, self-evaluation work, reports to the governing body and the school improvement plan.
- Samples of children's work and their 'Special' books showing their learning journey were scrutinised. The inspector spent some time with individual children looking at and talking about their special books
- The inspector analysed and took account of the school's past surveys of parental views, as well as the 11 responses to the online survey (Parent View).
- In addition, 14 staff questionnaires were considered.

Inspection team

Elaine Murray, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is an average-sized nursery school.
- The school shares its site with a children's centre. The centre is inspected separately and the report of its inspection can be found on the Ofsted website.
- Children attend for full day sessions.
- The large majority of children are of White British heritage.
- The school has a breakfast club and after school club managed by the governing body.
- Sixty per cent of children are eligible for free school meals.
- The proportions of disabled children and those who have special educational needs who are supported at Early Years Action and Early Years Action Plus are both above average.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching and further improve children's progress, by ensuring that the quality of staff's questioning gives children opportunities to think more deeply, solve problems and use new and untried vocabulary.

Inspection judgements

The achievement of pupils

is good

- Most of the children start the nursery with skills and abilities that are lower than those expected for their age. They are particularly low in communication and language and mathematics. By the time they leave, the data shows that the majority of children's skills are in line with expectations for their age.
- Children make rapid progress in personal, social and emotional development. This is because of the emphasis adults place on developing these skills, and the high quality relationships the school has built between adults, children and parents.
- Children are becoming confident at recognising the sounds and letters at the start of words. They eagerly talk about the 'sound of the week' and are keen to identify objects starting with that letter sound.
- Children enjoy sharing books. They know that a book about types of fish is a 'fact book'. They show enthusiasm as they talk about acting out the story of '*Goldilocks and the Three Bears*' using different voices for each bear.
- Disabled children and those who have special educational needs make very good progress. They achieve well because their needs are identified at an early stage and high-quality support from staff and other professionals is put in place to help them succeed.
- Children make the best progress outdoors. They excitedly explore and investigate the stimulating environment. They developed language and mark-making skills, for example, as they took part in a mini-beast hunt, and learned to think and solve problems as they built a 'castle' from plastic crates and other materials.
- Children develop a good awareness of number. They show confidence in counting to 10 and are learning to recognise numbers. Staff do not always make the most of chances to extend children's understanding of concepts such as 'one more' and 'one less' through questioning in everyday situations.

The quality of teaching

is good

- Staff have a wide range of experience and expertise. They know the children and their families well. Parents think very highly of them and appreciate both the quality of teaching and the caring approach they bring to their roles.
- Staff organise an attractive and inviting learning environment which promotes children's independence and enthusiasm for learning. The outdoor environment in particular provides a wealth of chances for children to engage in activities and experiences which promote their curiosity and love of learning. Children develop physical skills through climbing, using wheeled toys, digging and construction play. They excitedly explore shells with magnifying glasses and 'read' a nonfiction book about sea creatures.
- Children's personal, social and emotional development is particularly well promoted. Staff are skilled at establishing warm and secure relationships with children. This helps them to feel confident and safe and provides the environment in which good learning can be developed.
- Teaching is never less than good with some examples of high quality practice. Staff plan well together to provide exciting, practical activities for children. As a result children are motivated and interested in their learning.
- Staff questioning in small group sessions is used well to make children think about what they have learnt each day and what they might need to do next. At other times, however, questions are not always of a sufficiently high quality to extend children's learning and help them to explore new words and ideas so that their rate of progress speeds up.
- Staff pay a high level of attention to checking on the rate of children's individual progress in learning. They use observations of children's learning to help them move to the next stage. Each

child has an individual target, which they are aware of, and is regularly reviewed. This careful attention to individual learning helps to ensure that all children make good progress.

The behaviour and safety of pupils are outstanding

- The close team work between staff, and positive relationships with children and parents mean that children feel very secure and show confidence and independence.
- The key person system works extremely well, where children relate to a particular staff member who oversees their progress and well-being. This system ensures that each child forms a special caring relationship with a member of staff and knows who to go to if they need reassurance. Parents feel confident to approach their child's key person to exchange information or seek reassurance or guidance. As a result children settle quickly and are secure within the nursery
- Children have a very well-developed awareness of safety. They confidently and safely climb on the low-level tree branches and the rope ladder in the outdoor area.
- Children behave extremely well in nursery. They are very familiar with the routines of nursery and are polite. They patiently take turns during a game at circle time, and cooperate well to build a 'castle' in the outdoor area.
- Those children that take part in the breakfast and out of school club also behave extremely well. They show a strong sense of security and respond well to staff's caring approach.
- Children learn to be polite and respectful of one another's feelings. Before beginning a session where children learn gentle back massage, for example, each child asks the child in front of them whether they can give them a massage. If the answer is no then the child respects those wishes.
- Staff manage children's behaviour consistently well, promoting an atmosphere of positive praise and encouragement.
- Children learn to show consideration for others, as they are prompted to care for a child who has just joined the nursery and show him what to do. Staff encourage children to recognise and respect one another's differences. As a result relationships are harmonious and all children, including those who have special needs and disabilities, are effectively included.
- Children's attendance rates are very high and reflect the importance placed on coming to nursery by both staff and parents.

The leadership and management are good

- The headteacher provides strong and ambitious leadership. She is supported very well by the senior management team, governors and a highly committed staff team. All share a vision and determination to give each and every child the best possible start.
- Well-established systems are in place to monitor children's progress and develop teaching and learning. The findings from these reviews are used to set clear targets for improvement. A broad programme of training ensures that staff skills are updated and improved.
- Planning for the area of learning meets children's needs and their interests. Children have good opportunities to listen to visitors and have trips out to broaden their understanding. Activities are planned well to develop children's spiritual, moral, social and cultural understanding.
- The school's partnership with parents is a significant strength. They are extremely positive about the way the school works, how well they feel valued and included, and how they are helped to support their children's learning at home.
- A positive partnership with the local school regarding children's transition is important in helping children to be well prepared to start primary school. The school's links with Family Learning has enabled parents to access courses provided at the nursery which support parents working with their children to promote learning.

- The school has membership of school leadership groups, which involves the school in providing support to other settings and sharing good practice. This has a positive impact as the leadership team share their good practice and learn from others.
 - The local authority provides 'light touch' support for this good school.
 - **The governance of the school:**
 - Governors are committed to continuous improvement. They carry out their statutory duties fully. They are given detailed reports including data about children's progress and regularly review the work of the school. The performance management of the headteacher is managed well and governors have a clear overview of the quality of teaching. They know the links between the quality of teaching and children's progress and know about teachers' pay.
 - Governors support, challenge and hold the school to account in respect of children's progress, staffing and budgeting issues. They visit the school regularly and some are involved in helping and observing sessions.
 - Governors manage financial resources well, making sure money is spent wisely to support children. For example, the school employs a family support worker who works closely with families, enabling the school to provide support to both parents and children to ensure that children get the best possible start to their education.
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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

Unique reference number	123949
Local authority	Stoke-on-Trent
Inspection number	402209

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	58
Appropriate authority	The governing body
Chair	Stephen Pratt
Headteacher	Juliet Levingstone
Date of previous school inspection	9 November 2009
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