

Wingate Community Nursery School

Partridge Terrace, Wingate, County Durham, TS28 5BD

Inspection dates 4–5 December 2013

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.

- Children achieve exceptionally well. Their progress in all areas of learning is outstanding from different starting points.
- Parents recognise its quality and those spoken to were unanimous in their support of the care, dedication and experiences their children received. One parent, typical of many spoken to, said that she 'feels lucky' to be able to bring her child to this nursery.
- As they leave for reception classes, the vast majority of children attain the levels expected for their age. A good proportion of children achieve at levels above this. This means that children are very well prepared for their next stage in learning.
- Teaching is outstanding. The constant recording of what individual children can do, and where their interests lie, is used by staff extremely effectively to identify what children need to learn next in a way that engages their attention.
- Children have wonderful opportunities to investigate and explore inside and outdoors which constantly encourages them to reflect and respond, guided by their conversations with adults.
- The spiritual, moral, social and cultural development of children is central to learning. Children are encouraged to be kind and think of others creating a harmonious atmosphere in which they play and learn.
- Behaviour and safety are excellent. Children are encouraged to take measured risks as they learn to use tools safely and experience nature in their woodland activities.
- The inspirational headteacher and creative assistant headteacher complement each other extremely well. They work closely with the very effective governing body to constantly drive new ideas to further improve learning. Governors have already begun the appointment process for a new headteacher in readiness for the present headteacher's retirement.
- All adults in the setting work together with a common cause to improve experiences and learning opportunities for children. They are highly reflective and work together tirelessly to improve children's learning experiences.
- The complete dedication of all staff enables this team to provide high quality learning experiences which they share with others locally, nationally and internationally.

Information about this inspection

- The inspection was carried out by one inspector over two days. The inspector visited six learning sessions or parts of sessions. The headteacher took part in two joint observations with the inspector.
- Separate discussions were held with the headteacher, staff, members of the governing body and a representative from the local authority. The opinions of nine members of staff were also considered from their questionnaire responses.
- The inspector observed the school's work, looked at children's learning journals, staff planning journals, data on children's progress, planning and monitoring documentation and information relating to the welfare of children and safeguarding.
- There were insufficient responses to the on-line questionnaire (Parent View). Therefore, the inspector took account of the results of the school's own questionnaire to parents, a letter from a parent and discussions with parents throughout the two days of inspection.

Inspection team

Kate Pringle, Lead inspector

Additional Inspector

Full report

Information about this school

- This nursery school offers provision for 78 part time places. Parents are able to buy additional sessions through 'wrap around care' which is delivered within the nursery using the Wingate Childcare staff.
- Most children access nursery provision when they are three years old and transfer to reception classes in neighbouring schools in the term before their fifth birthday.
- The vast majority of children are from White British backgrounds.
- About a fifth of children are supported at early years school action, largely with speech and communication difficulties.
- Few children are supported at early years school action plus or have a statement of special educational needs.
- The school provides outreach provision for children within the local authority, including those with complex and severe needs, the majority of whom have a statement of special educational needs.
- The nursery shares the site, and works in partnership with a children's centre which provides extended services for local families. The children's centre was not inspected during this visit and will be subject to a separate Ofsted inspection.
- The school is recognised as a provider of excellence and provides training for nursery staff within the local authority, nationally and internationally

What does the school need to do to improve further?

- Secure a smooth transition during the retirement of the present headteacher and appointment of the new headteacher while maintaining the present high quality provision for children and their families.

Inspection judgements

The achievement of pupils

is outstanding

- Children enter nursery from starting points that are largely below, and for many, well below expectations for their age. As they move to reception classes elsewhere, the vast majority of children reach the expected levels for their age and a good proportion attain at higher than expected levels.
- Central to learning is the focused development of social and personal skills. Adults work closely with children to guide and encourage how to interact with their friends by staff modelling respect and courtesy. This creates a harmonious atmosphere in which children gain in confidence as they play and learn through ever widening range of experiences.
- Resources and different learning areas provide children with a range of situations in which they are encouraged to explore and create as they build their strength and co-ordination. Conversation is a driving force as adults constantly challenge children's thoughts and understanding. Adults use every opportunity to introduce new ideas to children, encouraging them to reflect and consider new and different situations. Children are given time to respond and do so knowing that their ideas are valued.
- Children who are disabled, or who have special educational needs, and those whose circumstances make them vulnerable, receive additional support. Increasingly, more children are entering nursery with lower levels in speaking and listening than normally expected for their age. Concerns are identified quickly and specific programmes address the exact needs of each child which enables them to catch up with others before they leave nursery, often showing better than good progress. These children gain in confidence and self-esteem as they take full part in conversations with adults and their friends.
- For children of higher ability, staff ensure that they challenge their particular needs through, for instance, more difficult questions or by making tasks harder. Such differences move their learning on, enabling them to make similarly good or outstanding progress to their friends.
- Children have immediate access to an excellent range of resources and different learning areas both inside and outdoors in the garden and the woodland area. Key workers plan new learning based upon what has been achieved already and children's individual interests. Children are encouraged to make independent choices, gently guided by adults who direct learning to particular areas when a certain need is identified.
- At the time of inspection, children enthusiastically made marks to share their ideas. At this early stage of learning, most recognise their name and attempt to write it using the initial letter. Children enjoy books and see them as a source of enjoyment, listening avidly to stories. As staff record their achievements and interests throughout the day children recognise that writing has meaning and like to see their names in the teacher's planning book. Progress in reading and writing skills are highly successful from different starting points.
- Many opportunities enable children to understand mathematics. Throughout the day there are constant references to counting, size, shape and place. Adult-led focused groups concentrate upon specific learning. For instance, one group considered the different lengths of sticks. Drawing them out of the bag one by one, each child considered how their stick fitted into the sequence. They successfully ordered them but had considerable discussion when thicker sticks were drawn out as they debated how, and if, they fitted into the pattern of length.

The quality of teaching

is outstanding

- Exceptional teamwork leads to high quality learning. Adults have a considerable understanding of each child because they share their daily observations to identify successes and consider needs.
- A clear structure to the day provides security for children within which there is an exciting range of activities to explore. Focused group sessions led by key workers focus upon tasks relating to

particular needs according to ages and abilities. Adults encourage children to investigate new ideas and to reflect upon these and talk about their thoughts. Key workers constantly listen and respond to children as they fine tune explanations, model speech and introduce new vocabulary.

- For instance, in the garden, a group of children were searching for 'bugs' to feed to the two nursery hens. They considered where best to find these and eventually located the most likely source under the logs. Each child collected a mixture of woodlice, worms and slugs which they then identified using books. They considered the sheltered, damp place the bugs lived in and talked about their similarities and differences. While most children were happy to feed the hens, one little boy believed that his bugs did not want to be fed because they were trying to escape. After discussion with the key worker, and much reflection, he decided that they needed to go back home and carefully placed them back where he had found them.
- Conversation, and not only asking questions, is key to learning. Adults probe children's thoughts and understanding, encouraging them to think and come to decisions. For those who show difficulties with speaking and listening, individual programmes enable children to improve their diction, extend sentences and to listen and respond appropriately. This means that by the time they leave nursery, children are able to join in conversations with their friends successfully.
- There is a good use of what the nursery calls 'slowness' which means carefully supported learning in children's own time. Children show high levels of concentration and listen carefully to adults and to each other. They enjoy the activities of drumming together and singing; they become absorbed in role play as they make beds for Baby Jesus' visitors and make sure they are comfortable and the right size.
- All adults take responsibility for tracking children's successes and the points when learning slows. They reflect together continually. Photographs and observations of children on task, 'snippets' of information informally gathered and records from group time all feed an understanding of how well individual children progress and where specific support or greater challenge is required. Next steps in learning feed directly into teacher's planning to ensure continued excellent progress.
- Learning journals are readily accessible by parents who are encouraged to use these to record happenings at home. Nursery successes are recorded through observations, photographs and children's work. Parents find these a great source of information about how and what their children are learning.
- Overall parents are extremely pleased about the progress their children make. A range of workshops means that they have very good opportunities to understand the ways in which their children are taught. They comment very positively upon the excellent relationships they have with their children's key workers, and all staff.

The behaviour and safety of pupils are outstanding

- Children are happy and confident. They engage well with their friends as they learn to take turns, share and consider the question of fairness. All of this has a profoundly positive effect upon the harmonious ethos of the setting.
- Children's experiences include the use of measured risk under careful supervision. Outside in the garden, children toasted marshmallows seeing how they changed and learning about the need to treat fire with care and respect. Similarly, when working with parents to prepare lunch, children were encouraged to use sharp knives safely under supervision.
- Children learn to be independent as they change into waterproofs and boots. They go to the toilet and understand the need to wash their hands after this, and before working with food.
- Parents are unanimous that their children are safe and happy. They know that this is a caring environment and that behaviour is excellent with no bullying. Parents say their children love coming to school. Children show great excitement when parents come in to nursery to work alongside them cooking meals. Evidence from inspection supports this view.
- Parents talk about the excellent support they receive from every member of staff. They know that if they have issues with school they can share these with concerns rapidly addressed and

remedied. Where there are difficulties at home, there is always someone with time to talk with and share their problems.

- Attendance is good overall although at the time of inspection there were more than usual absences due mainly to coughs and colds.

The leadership and management are outstanding

- This school consistently performs at the highest of standards. The inspirational headteacher and creative assistant headteacher complement each other very well and drive high quality teaching and learning to secure excellent progress for children. They are supported by an industrious and dedicated staff.
- Every effort is made to provide an exceptional learning environment in which every child achieves very well demonstrating real equality of opportunity. Rigorous monitoring and evaluation of teaching and the tracking of children's progress, result in planning finely tuned to individual needs and the changing needs of the timetable.
- School self-evaluation by staff and governors is accurate and firmly rooted in understanding of the nursery's strengths and where future developments lie. How the school can be improved further is always on the agenda as staff seek to ensure high quality provision. Identified resources and staff training support the continually changing nature of the school. Performance management is well established and performance linked to salary progression.
- The curriculum encourages children to become reflective learners. Children's spiritual, moral, social and cultural learning permeates every area of learning. Care and respect is central to the harmonious atmosphere and the excellent role models of adults are reflected in the consideration children show to their friends and others. Links with the local community are especially good through excellent relationships with owners of allotments, shops and with local schools. A variety of visitors actively support the school, including parents by acting as helpers to garden, cook and support children in the woodland area.
- Parents are justly proud of their school. They know that they are welcomed and welcome the many opportunities provided for them to work alongside their children. Close links with Wingate Childcare means that parents working full time can buy in additional sessions led by a child care worker within the nursery and this provides constancy and security for children.
- The local authority provides a light touch in this school and recognises the quality of the expertise to be found here. They spread the word about the excellent practice of the nursery and make good use of the training provision led by both headteacher and assistant head. A number of visitors visit the school from further afield both nationally and internationally to share its excellent practice.
- **The governance of the school:**
 - Governance is very strong. A range of individual expertise enables governors to rigorously challenge the school. Governors are committed to providing high quality learning and they have an excellent understanding of where the strengths lie and what the school needs to achieve to continue to maintain its high standards. They recognise that the coming months are crucial in order to achieve this as they seek to replace the excellence of the present headteacher. Development is rigorously scrutinised and governors challenge new initiatives in order to secure best value for money. Finances are very well monitored. Safeguarding practices are secure and meet statutory requirements.

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	113971
Local authority	Durham
Inspection number	425725

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	78
Appropriate authority	The governing body
Chair	Lisa Thwaites
Headteacher	Barbara Kaye Beels
Date of previous school inspection	14 December 2010
Telephone number	01429 838206
Fax number	01429 838206
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