

Cruddas Park Early Years Centre

Brunel Terrace, Newcastle-upon-Tyne, Tyne and Wear, NE4 7NL

Inspection dates 9–10 December 2014

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

Summary of key findings for parents and pupils

This is a good school.

- In this happy and harmonious school, the behaviour of children is outstanding. Excellent relationships with staff and their high quality of care make sure that children feel exceedingly safe and secure.
- Children's spiritual, moral, social and cultural development is outstanding and this has a very positive impact upon their behaviour and relationships with others.
- Children make good progress. Although many start with skills that are weak, especially in language, when they leave most have achieved a good standard and are prepared well for learning in the reception classes they join.
- Disabled children and those with special educational needs are quickly identified and high levels of support from staff and from other professionals enable these children to make good progress.
- Children who speak English as an additional language make good and outstanding progress in speaking and listening. High quality additional support helps them to access all areas of learning.
- Teaching over time is good. Staff know children's abilities well. They use this understanding to meet children's needs well and plan activities which interest them.
- The school has excellent relationships with parents who appreciate the qualities of the Nursery and the growing opportunities for them to be involved in their children's learning.
- The school is led by an exceptional headteacher and governing body who are completely dedicated to providing the best education they can for children in their care. There is constant reflection, challenge and development to improve outcomes further.

It is not yet an outstanding school because

- Although most children make good progress, key workers do not always challenge all children, particularly the most able, to progress rapidly and achieve at their highest levels.
- Learning opportunities in the outdoor area are still developing and are not yet used well enough to provide learning experiences in reading, writing and mathematics at the same level as indoors.

Information about this inspection

- The inspector visited six learning sessions. The headteacher took part in two joint observations with the lead inspector.
- Separate discussions were held with the teaching staff, four members of the governing body and a representative from the local authority. The opinions of twelve members of staff were also considered from their questionnaire responses.
- The inspector observed the school's work, looked at records of children's achievements, learning journals, staff planning, information on children's progress and planning for learning. She also monitored a range of documentation relating to the welfare of children and their safeguarding.
- The inspector took particular consideration of how effectively the nursery meets the wide needs of different groups of children and the quality of communication with parents and carers.
- There were too few responses to the on-line questionnaire (Parent View). Therefore, the inspector took account of the results of the school's own parental surveys and had 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 draws children from a community with a rich cultural and ethnic mix. About half of nursery children come from White British backgrounds with other children from Africa, Asia and Eastern Europe.
- The proportion of children who speak English as an additional language or who are at an early stage of learning English as an additional language is high. Several languages other than English are currently spoken by children.
- About a third of children are known to be eligible for free school meals.
- The school receives additional funding for children who are known to live in a highly deprived area.
- Presently there are few children with special educational needs.
- The nursery offers 15 hours of full time provision from Monday to Wednesday each week and pre-nursery provision for children who are 'Rising 3s'.
- Most children access the nursery when they are three years old. They transfer to Reception classes in neighbouring schools in the term before their fifth birthday.
- The playgroup which is open five days a week did not form part of this inspection and will be reported upon separately.
- The Thomas Bewick school, which provides placements for children with autistic spectrum disorder, rents rooms on the lower level of the building. This unit does not form part of this inspection and will be reported on separately.
- Since the last inspection a new headteacher took up post in January 2014. In addition three new key workers have taken up post over the past year.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by making sure that all children, especially the most able, are always challenged to achieve at their highest levels.
- Extend learning experiences and resources in the outdoor area to provide better opportunities for children to learn to read, write and to use their new mathematical skills.

Inspection judgements

The leadership and management are outstanding

- The headteacher is passionate about ensuring the best possible outcomes for children. She is very ably supported by a team of committed and dedicated staff who are skilled in promoting children's good progress and exceptional behaviour.
- The quality of teaching is regularly monitored to make sure that it is consistently good. Staff attend a range of training to enhance and develop their skills which reflect the needs of the school.
- The headteacher and her staff create a warm and harmonious environment in which all children are positively valued and included. Staff work hard to ensure that all children have equal chance to achieve well whatever their needs, background, language or culture.
- Highly positive relationships with a number of agencies outside of the school help the school to support individuals and groups of children and their families who need additional help.
- New systems to track children's learning are secure. There are excellent links between the tracking of children's achievements and planning for what children need to learn next. The headteacher has a full analysis of how well different groups of children achieve over time which is shared with staff and governors. All leaders and managers have a very good understanding of the standards in the school and whether there are any gaps in provision which need to be addressed.
- Children benefit from an exciting curriculum, which is linked to their interests and widens their experiences of the wider world. They learn to grow their own food and cook it, learning about the benefits of healthy eating. A wide range of visits and visitors further extends their learning and skills.
- A love of books is encouraged. Children take every opportunity to choose a story to read with their friends or with an adult. They happily join in repeated words, say what will happen next or consider whether a character made the right choices.
- Children benefit hugely from the wide range of cultures and backgrounds of their friends and staff. They regularly celebrate different festivals from different countries and religions. Parents are very supportive and often come into school to demonstrate dances and prepare food. This developing understanding of how their friends live provides an excellent start to preparing them for life in modern Britain.
- An outstanding partnership exists with parents. Parents feel very well informed and many recognise the lengths the school goes to support the needs of their children and of their families. There are very good opportunities for parents to become involved in their children's learning as they 'stay and play' with their children. Parents wholeheartedly agree that their children enjoy nursery and make good progress. All would recommend the school.
- Leaders and managers are rigorous in their attention to the policies and procedures that underpin the statutory safeguarding requirements. They carry out regular risk assessments and ensure consistency in approaches by staff to keep children safe.
- The local authority provides light touch support to this good school. It recognises its strengths and has particular praise for the work of the headteacher and the governing body.
- **The governance of the school:**
 - Governors are very active and extremely knowledgeable about the school. They have excellent professional experiences which place them in very good position to determine how effectively the school is performing and what needs to be developed further. There is an excellent understanding of the strengths of the school and where actions are needed to further improve teaching and outcomes for children, thanks to the sharing of high quality information from the headteacher.
 - Their high levels of knowledge and skills mean that governors provide an equally high level of challenge to the headteacher and keep a tight rein on the budget whilst maintaining the numbers of staff required to meet the needs of children attending the nursery. Where gaps in their knowledge are identified, governors research sources of high level training in order to update their skills.
 - Governors recognise the good quality of teaching and monitor carefully how teachers' performance is managed, linking performance to pay. They are extremely well informed about the progress of all children and of different groups and use this knowledge to challenge the headteacher on a regular basis.
 - Together the governors and headteacher have an excellent capacity for further improvement of the school.

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

- The behaviour of children is outstanding. Children are highly engaged in their learning and learn to play together successfully sharing and taking turns.
- Staff are consistent in their high expectations. There are established routines and children are encouraged to keep to the 'Golden Rules' which accentuate positive behaviour. Children are reminded constantly to consider the feelings of others. They listen carefully to adults and this has a very good impact upon their learning.
- Whether indoors or outdoors, under the supervision of teaching staff or support staff at lunchtimes, children behave extremely well and are calm and relaxed.

Safety

- The school's work to keep pupils safe and secure is outstanding. Children quickly become independent learners because of the confidence they have in the setting and those who look after them.
- Staff consistently consider the level of risk in activities and teach children to recognise danger. As a result they have a very good understanding of what is safe and what is not. For example, one child ready to slide down the 'fireman's pole' on the climbing frame knew he had to wait for a member of staff to help him cross the gap.
- Safeguarding arrangements meet statutory requirements. Policies and procedures are of good quality and are regularly reviewed. Regular risk assessments are used highly effectively to keep pupils safe and secure in all activities.
- Parents believe that their children are safe and secure and many travel considerable distances for their children to attend this nursery. They recognise that the high expectations of behaviour in the school help their children to be happy and enjoy their learning.

The quality of teaching is good

- Staff quickly establish very positive relationships with children. They skilfully share and develop children's engagement in daily nursery routines and the expectations for their good behaviour. As a result, children are happy and secure and quickly become confident and independent learners.
- Adults regularly record the progress children make in their understanding and skills. They use this information well to plan activities that interest children and take learning to the next level.
- Children make good progress in all areas but particular emphasis is rightly placed on developing speaking and listening and to promote personal and social skills. Similarly, staff encourage the use of finer physical skills. For instance, children are encouraged to cut and chop, stir and mix as they create 'mud pies and salads' in the outdoor 'mud kitchen'.
- Staff provide an inviting learning environment, indoors and out, which engages children's interest in their learning. Recent improvements have increased the level of stimulation and children's opportunities to play and learn. Presently, however, there are too few opportunities for children to use their developing skills in reading, writing and mathematics outdoors at the same level as indoors.
- There is a concentrated effort to support children's emerging vocabulary and development of speaking and listening. Staff use 'signing' of words to support children's understanding and this helps children to progress well, especially those for whom English is an additional language. A bilingual support assistant supports the interaction of these children successfully from early in their learning. These children make at least good, and often outstanding, progress as their ability to understand and learn improves.
- Staff promote children's readiness for reading. There are strong links to music as children recognise and join in with different beats and rhythm sequences in preparation for linking sounds and letters. However, opportunities to extend the learning to individual letters and sounds for those more able children, who are already developing their writing of letters and are early readers, are not as well used and this reduces the level of challenge for these children.
- Staff use questioning well to develop thinking skills as they ask children to consider different aspects of their daily life. This is particularly effective as staff develop children's personal social skills as they are asked to think about the right and wrong of a situation and the effect actions have on others.
- In mathematics, children enthusiastically learn to count to 10 and teachers successfully extend children's understanding of shapes and measures as they make biscuits and decorations to hang on the Christmas tree.

- Staff record children's achievements well and these are shared in learning journals with parents who enjoy reading them and sharing in their children's activities. Parents believe that teaching is good and their children make good progress.

The achievement of pupils is good

- When they join the nursery, the vast majority of children have considerably weaker skills in speaking and understanding and in their personal and social development. Over time, children make good progress in all areas of learning. Many make outstanding progress in language skills and in their personal, social and emotional development. As a result, children leave nursery well prepared for their Reception year in neighbouring schools.
- Children show a high level of independence and confidence as they happily select toys and tasks that interest them. They increasingly help themselves, for example, when they find their coats and hats and prepare for outdoor activities. They co-operate well with each other as they pretend to be different characters as they retell stories. They use iPads and the interactive white board confidently.
- Children for whom English is not their first language achieve well. They are extremely well supported in their language development and this helps them to progress well in other areas of learning.
- Disabled children and those with special educational needs make good progress from their different starting points. The school identifies their individual needs very quickly and puts in special programmes for them so as to assure their good progress.
- The most able children generally achieve well although there are some missed chances to give increased challenges and so progress their learning at a more rapid rate.
- Children achieve well in their physical development. They show confidence in climbing and balancing using equipment in the outdoor area and all thoroughly enjoy their early morning 'wake up and get fit' session. Children confidently use scissors, glitter and dough to decorate their gingerbread men and younger children were highly delighted as they listened to and watched the streamers they had made flutter in the wind.

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	108428
Local authority	Newcastle Upon Tyne
Inspection number	447935

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	55
Appropriate authority	The governing body
Chair	Sarah Jackson
Headteacher	Karen Collins
Date of previous school inspection	21 November 2011
Telephone number	0191 273 6682
Fax number	0191 272 1232
Email address	admin@cruddaspark.newcastle.sch.uk

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