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Mrs Lisa Sarikaya
Westfield Nursery School
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Dear Mrs Sarikaya

Short inspection of Westfield Nursery School

Following my visit to the school on 18 January 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in December 2012.

This school continues to be outstanding.

The leadership team has maintained the outstanding quality of education in the school since the last inspection.

You and the teacher in charge are highly effective. You provide strong leadership and are determined that every child will succeed. You continually raise expectations and look for ways to further develop the provision. There has been no complacency since the last inspection. All staff share your vision and drive to offer high-quality provision. You value the individual child and ensure appropriate challenge and support for all children.

Since the last inspection, the school has been through a major restructuring. Funding changes resulted in a reduction in staffing and a move from full-time to part-time provision. As a result, pupil numbers fell as parents and carers sought full-time provision elsewhere. The school is currently part of a local authority review of nursery schools in this area. You have managed the changes and transition well and there is a clear vision for the future of the school. Staff morale remains high and all staff are fully committed to the children.

The characteristics of the school population have changed since the last inspection. The number of children who have special educational needs (SEN) and/or disabilities has increased. The teacher in charge is a specialist leader in education for pupils who have SEN and/or disabilities. Her expertise is invaluable. She is highly skilled in coaching staff to understand how to meet the needs of individual children.

Children experience an exciting and relevant range of learning activities. First-hand experiences widen their knowledge and understanding of the world. For example, a visit to a vet helped children know how to care for sick animals. The learning environment is extremely well planned and enables children to develop independence. The exciting outdoor space offers many opportunities for children to explore and investigate. Children have time to think and make decisions for themselves. They work things out and make connections with what they already know. Children thrive in this learning-focused environment and make excellent progress during their time in the school. They are exceptionally well prepared for their move to Reception.

Relationships between adults and children are delightful. A sense of enjoyment and fun is evident as children learn. Children are happy, confident and independent. They are stimulated by their learning and show an ability to focus and concentrate. They do not give up easily. Adults are skilled in knowing when to encourage, support or challenge. Behaviour is excellent and children show empathy and understanding.

Parents are overwhelmingly supportive of the school. They were keen to talk to me at the start of the day. They told me how amazing the school is, how happy their children are and how much progress they make. Parents are confident that you and your staff help and support them. They recognise the progress their children are making. One parent summed up the views of many parents with the comment: 'An absolutely exceptional school – activities, fun and learning go hand in hand. Each child is helped to flourish and develop.'

Governors recognise the rollercoaster journey that the school has been on. They manage carefully the changes and ensure that there are no detrimental effects on the children. Governors visit the school and provide effective support and challenge. Minutes of governors' meetings reflect the wide range of questions they ask leaders. They work closely with the executive headteacher in planning for the future of the school. The chair of governors champions the school in the local community. Governors continue to recruit to parent vacancies as they are keen to continue to make a full and effective contribution to the school's future development.

You have fully addressed the previous inspection report's recommendations for improvement. You have increased the proportion of children reaching and exceeding the typical level for their age in early writing. You build writing opportunities into every aspect of the provision. Children see themselves as writers and write without being prompted. They know their writing has purpose and that other people read it. Children write notes, labels and lists. Children's writing is on display in all areas of the school alongside adults' examples.

You have developed strong links with a teaching school. You and the teacher in charge make a valuable contribution to the professional development of other staff. You have hosted good-practice visits and completed outreach work across different local authorities. Trainee teachers spend time in your school learning how to support pupils who have SEN and/or disabilities. They find this most useful. The

teacher in charge willingly shares her knowledge with those who visit. This contributes to the reflective practice in your school. You are building links with special schools to refine your own practice further. Professional development, support and training are at the heart of your work, for colleagues in your school and beyond.

Safeguarding is effective.

There is a strong culture of safeguarding across the school. Children are very well cared for and safe. You have ensured that all safeguarding arrangements are fit for purpose. The care and concern you show children and families are second to none. Staff know their children and families extremely well. They are vigilant and know what to do if they have a concern about a child. Any changes in a child's behaviour are quickly noted and, where appropriate, swift action is taken. The school is highly effective in engaging early help for families. You have developed valuable partnerships with social care, healthcare and educational professionals. This ensures that children and families get the right support when they need it. You are tenacious in following up any concerns or issues.

Robust systems and processes for keeping children safe are in place. A comprehensive up-to-date safeguarding policy is available to all on the website. You complete detailed risk assessments and the school site is well maintained. Regular training for all staff ensures that they know how to keep children safe. You ensure that comprehensive, detailed records are in place. The environment provides a suitable challenge for the children to develop independence. They learn to keep themselves safe. For example, the outdoor area provides the chance to run, climb and ride, and children learn how to manage risks.

Inspection findings

- The school has built upon the many strengths identified at the last inspection. You provide inspirational, engaging learning opportunities for every child, every single day. Children explore, investigate and discover in a stimulating learning environment. Staff know the children in their care and have a deep understanding of how young children learn. They are also highly skilled in supporting children who have SEN and/or disabilities. The school continues to offer an outstanding education where every child can shine.
- The appointment of the executive headteacher and the link with an outstanding primary school have provided further development opportunities. Staff embrace the chance to observe learning in other year groups. They are able to refine their understanding, skills and knowledge. Staff can see the learning journey beyond nursery. As a result, expectations are even higher and they know how best to support and challenge children of all abilities.
- Self-evaluation is accurate, based upon regular monitoring of learning. You and other senior leaders reflect and know where further improvements are possible. You aim for excellence in every aspect of the provision and take action to achieve it. Following a discussion with the local authority adviser, you ensured that more mathematics was evident across the whole learning environment. Children enjoy

using the number lines and range of mathematical resources. For example, during the inspection, children put numbered cars into a matching parking space. You continue to develop the learning environment. Recently refurbished toilets provide space for children to be more independent. The addition of a high-quality sensory room enhances provision for those with specific needs. It provides a relaxing space where children can reflect and be effectively supported by exceptional, highly skilled staff.

- Meeting the needs of individual children is at the heart of the school. As one parent put it: 'This school has been our life saver. They give individual care to individual children, meeting their individual needs.' You are clear about children's starting points and set appropriate targets for them. Staff keep comprehensive records and leaders check progress every six to eight weeks. Adults balance the levels of support needed for children who have SEN and/or disabilities, while ensuring that they provide sufficient challenge to stretch the most able. Outstanding teaching enables all children to make very good progress.
- Staff use every opportunity to develop and extend children's language skills. They encourage children to think and make links with what they already know. Children talked about frogs and toads during a phonics lesson. They linked their knowledge about tadpoles to the discussion. The children knew which words and objects began with the same sound. Role-play areas are highly effective. They enable children to develop communication skills and positive relationships with each other. In the vet's surgery, four children worked together to look after the animals. They answered the telephone and wrote down names. They could take turns and share.
- Adults encourage and model a wide vocabulary. They introduce subject-specific language and help children find the best words to express themselves. As a result, children begin to reason and think critically. Boys explained why the animals were sad when the little red hen did not share her bread. As a result of this focus on language, children are confident to talk and ask questions.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to manage this period of transition by maintaining the high-quality provision and the positive ethos that pervades the school and enables all children to reach the levels they are capable of.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Stoke-on-Trent. This letter will be published on the Ofsted website.

Yours sincerely

Nicola Harwood
Her Majesty's Inspector

Information about the inspection

I held discussions with you and other leaders about the significant changes to the school since the last inspection, the school's self-evaluation and plans for the future. We discussed information about children's current progress and attainment. I met with the chair and vice-chair of the governing body and considered the seven responses to the staff questionnaire. I carried out learning walks with you and the teacher in charge. During these, I spoke with children and discussed what they were doing. I met with parents before school started and considered the two responses to Ofsted's Parent View text service. I reviewed a range of documents, including the school self-evaluation and development plan, minutes of governing body meetings, local authority notes of visits, safeguarding policies and procedures and attendance monitoring data.