

Inspection of Parklands Nursery School

Spinney Hill Road, Northampton, Northamptonshire NN3 6DW

Inspection dates: 5–6 November 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Parents and carers we met told us how much their children enjoy coming to Parklands Nursery each day to learn. It is easy to see why.

This is a happy school where children get off to a good start to their education. Caring, gentle staff know each child very well. Children know that they are well cared for, and they feel safe and secure there.

Leaders want all children to achieve highly. Staff plan interesting and exciting activities so children want to learn. They share good books with children and teach them about other cultures. Children use maps to explore the local area together. They all go on the Welly Walk and collect conkers at Bradlaugh Fields. Children climb, ride tricycles and dig for worms in the impressive outdoor area. The lunch club is a happy time where children can chat about their families and favourite foods. All staff help children to begin to become independent young learners who will be ready for their Reception Year.

Children are well behaved, and any falling out is very rare. Staff teach them to share, listen and to take turns. Children are kind to each other. They learn and play happily together.

What does the school do well and what does it need to do better?

The quality of education at Parklands Nursery is good. Staff plan purposeful activities for children. Staff wisely repeat these over a number of days. This allows children to become confident and fluent in doing them. Over time, activities become more challenging. This allows children's knowledge and skills to build up. They learn to climb in different ways and how they can fill containers to transport liquids. They compose stories about butterflies and castles, space rockets and superheroes. Some are beginning to write letters of the alphabet. Children become ready for their next school.

Staff ensure that children develop an early love of books. Staff choose the ones they read to children carefully. They select exciting, classic stories with lots of rhyme and rhythm, so children can join in. They read 'I Want My Potty' to encourage those still in nappies to want to be toilet trained. We saw children keen to answer questions about the stories and want to hear more.

The school curriculum also provides many opportunities to develop children's character. Staff show them that they cannot always get things right first time. Children learn how to solve problems, such as taking turns so everyone can have a go. They are taught about other cultures and families and the need to respect others. Staff use 'group time' to discuss with children key events in their lives, such as who has had a new baby brother or sister.

Staff teach children to listen to them and to follow instructions. Because children do

this, activities are not interrupted. They pay attention. After an activity, they help tidy up together.

Parents we met felt they were welcomed, informed and listened to. Staff are proud to work at the school, and are a close team. They feel well supported by leaders, who are mindful of staff's workload.

Leaders are ambitious for the success of all children, regardless of their needs. They identify quickly those with special educational needs and/or disabilities (SEND). Each day, staff meet the needs of these children by adapting activities, so they will achieve well. They also ensure that they support children who are learning English as an additional language. They teach them important new words and phrases. These children learn to communicate well.

Leaders have planned training to improve the curriculum further. Not all staff know as much as they could about how children learn mathematics. They sometimes do not teach children as much as they could about this area of learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding. They are alert for the many warning signs that suggest a child could be being harmed. They communicate well with each other each day, and let leaders know of any concern without delay. Leaders take quick and effective action to support and help protect children. This includes working with external agencies where this is necessary.

Parents who inspectors met feel strongly that the school helps keep their children safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recognised that not all staff have a sufficiently detailed knowledge about what a typical nursery-aged child should know, or be able to do, in mathematics. As a result, staff do not extend children's learning as much as they could in this area. This means children do not achieve exceptionally well in mathematics. Leaders have already planned training to address this. Leaders should ensure that this training gives all staff a confident understanding of mathematical expectations for three- to four-year-olds. They need to check that staff use every opportunity to introduce children to new mathematical vocabulary, and show them how mathematics is found in everyday life. This will help children to know and remember more mathematics by the time they leave the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121788
Local authority	Northamptonshire
Inspection number	10110096
Type of school	Nursery
School category	Maintained
Age range of pupils	3 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair of governing body	Abigail Moseley
Headteacher	Jo Newman (interim executive headteacher)
Website	parklandsnurseryschool.co.uk
Date of previous inspection	6 March 2019

Information about this school

- The school is now in a collaboration with the Wellingborough Nursery Schools Federation, sharing an executive headteacher with two other nursery schools, Croyland Nursery and Highfield Nursery.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- In order to judge the quality of education, inspectors focused the inspection on specific aspects of the early years curriculum. These were communication and language; personal, social and emotional development; mathematics; and understanding the world. Inspectors met with the interim executive headteacher, assistant headteacher and teacher, and visited lessons where these areas of learning were being taught. Inspectors looked at records of the activities that children had undertaken in these areas, such as photographs, as well as artwork and mark-making that the children had done.
- In addition, inspectors met with representatives of the governing body. Inspectors read a wide variety of school documents, along with curriculum planning and

staff's records of the things that pupils were learning. Inspectors also spoke with other members of staff.

- There were no responses to Ofsted Parent View. However, inspectors met with parents at the start of the school day and considered the results of the school's own recent survey for parents.
- In order to judge the effectiveness of safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. Inspectors also spoke with staff to check details of their safeguarding knowledge and training, that they understood the importance of their responsibility to report any safeguarding concerns without delay, and that they knew the procedure to do this. Inspectors checked samples of safeguarding records and spoke with parents about their child's safety at the school.

Inspection team

Roary Pownall, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

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