

Inspection of an outstanding school: Cleator Moor Nursery School

Ennerdale Road, Wath Brow, Cleator Moor, Cumbria CA25 5LW

Inspection date: 28 April 2022

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Children enjoy coming to this friendly nursery. They all receive a warm welcome when they arrive. There are plenty of exciting resources for children to play with and activities to take part in. Children separate happily from their parents and carers. They quickly become immersed in learning. This is because they are confident, happy and secure here.

Leaders and staff want every child to succeed. They provide interesting learning that captures children's imagination. The curriculum helps children to learn well in most areas. In a small number of areas of learning, children learn less well. This is because the curriculums in these areas are at an earlier stage of development.

Children understand the simple rules and routines in the nursery. They follow these rules very well. For example, children know that they must walk indoors rather than running. Children learn how to treat each other kindly. Two-year-olds play happily alongside each other. Older children begin to seek out others to play with. Children do not disrupt each other's learning with poor behaviour. Leaders ensure that bullying is never tolerated at the nursery.

Children learn how to manage their own needs. For example, they learn how to put on and to hang up their own coats. They wash their hands before they come to the snack table. These are important steps on their journey to independence. Children enjoy the opportunities to learn about celebrations in different cultures, such as Diwali and Chinese New Year.

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

Leaders have created a broad and exciting curriculum for children, covering all areas of the early years foundation stage. All children learn from this curriculum, including those

with special educational needs and/or disabilities (SEND). Leaders have thought carefully with staff about what children should know by the time they leave the nursery. They have designed the curriculum to build children's knowledge towards these end-points. In most areas of the curriculum, children learn well.

In a few areas of learning, leaders' work to organise the curriculum is at an early stage. They have not included enough information about the most important knowledge that children need to learn. This makes it difficult for adults to make sure that children are learning everything they need to know, for example important vocabulary. Children learn less well when this happens.

Reading is at the heart of the curriculum. Leaders and staff have selected a wide range of books to read to children. These books and rhymes support children's development in all areas of learning. For example, children develop their mathematical knowledge when they sing songs about numbers. They learn more about living things when they share stories about animals. Children, including two-year-olds, develop a real love of reading.

Children begin to learn about phonics straightaway. They learn to listen carefully for sounds, such as those they hear outdoors or when playing musical instruments. These activities prepare children to hear sounds in words, such as their name. Staff have expertise in teaching children about phonics. They make sure that when they are ready, children learn to recognise letters and the sounds they represent. Children keep revisiting the sounds they know, as well as learning new ones. This important learning ensures that children are ready for primary school when the time comes.

Staff are knowledgeable about how young children learn and develop. They use this knowledge to identify any children who are falling behind. Staff provide help for children to help them to catch up. Leaders work with staff to identify children who may have SEND. They communicate well with parents and with a range of professionals, so that children with SEND receive expert support if they need it. Children with SEND achieve well.

Staff speak to children in ways that they will understand. They provide opportunities during the day for children to talk and listen to each other. For example, they talk about their thoughts and ideas or tell each other about news from home. These activities help children to develop strong communication and language skills.

Children in the provision for two-year-olds receive warm care and attention. They quickly develop strong and healthy attachments to key adults. This enables them to grow in confidence and to learn well.

Leaders make sure that children of all ages have experiences that support their wider development. They learn about people in the community, such as firefighters and medical staff, when these people visit the nursery. Children learn to make healthy choices about food when they enjoy fresh fruit and vegetables as snacks. The books that adults read to children help them to learn that there are differences and similarities in families. All of these experiences help to prepare children for their future lives.

Governors ask leaders a range of questions about their work to improve the school. They are considerate of the impact on staff of the decisions that they make. Staff appreciate leaders' concern, and said that they feel supported with their workload and well-being.

In discussion with the headteacher, the inspectors agreed that physical development, mathematics and understanding the world may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have regular training. They know how to recognise signs of neglect and abuse. Staff understand how to report their concerns if they are worried about a child's welfare.

Leaders work closely with other agencies, such as the local authority, healthcare professionals and neighbouring schools. This enables them to ensure that children and their families get support when needed.

Adults make sure that there are appropriate measures in place to keep children safe when they use the internet in school. They communicate important information to parents so that they can take similar steps at home. Children develop secure relationships with adults in the nursery. This enables them to seek comfort and help from these adults when they need these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas of learning, the curriculum does not contain enough information about the important knowledge that children need to learn. This hampers adults' efforts to ensure that children learn everything they need to know. Leaders must ensure that the curriculum in all areas of learning contains enough information, so that children can learn everything they need to know in readiness for school.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be outstanding in November 2012.

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 information from Ofsted Parent View 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 are the school and you are 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	112088
Local authority	Cumbria
Inspection number	10210976
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair of governing body	Des Morris
Headteacher	Lisa Wilson
Website	www.cleatormoornurseryschool.co.uk
Date of previous inspection	13 October 2016, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new chair of governors has been appointed.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. The lead inspector also spoke on the telephone with a representative of the local authority.
- Inspectors carried out deep dives in these areas of learning: early reading, mathematics and physical education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to staff, and looked at samples of children's records. The inspectors observed children reading with a familiar adult. Inspectors also spoke with leaders about the curriculum in other subjects.

- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View. This included the free-text comments. Inspectors also considered the responses to the Ofsted's online survey for staff.
- Inspectors reviewed a range of documentation about safeguarding. Inspectors also spoke with staff to understand how they keep children safe.
- An inspector spoke with some parents at the start of the day. Inspectors also spoke with staff to discuss leaders' support for them.

Inspection team

Mavis Smith, lead inspector

Her Majesty's Inspector

Tim Vaughan

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022