

Inspection of an outstanding school: Eastfield Nursery School

Griffin Street, Off Colliery Rd, Wolverhampton, West Midlands WV1 2HH

Inspection date: 3 March 2023

Outcome

Eastfield Nursery School continues to be an outstanding school.

What is it like to attend this school?

Children really do 'bloom and grow' at Eastfield Nursery School. They arrive happily each day with huge smiles ready to enjoy the well-planned activities on offer. Adults look after children very well. There are warm and positive relationships throughout the school.

Adults have high expectations of what all children, including those with special educational needs and/or disabilities (SEND) can achieve. Leaders ensure that there is a strong focus on language development. Children talk about how they are feeling and what they are learning with confidence. Children enjoy listening to and performing familiar rhymes and stories.

The indoor and outside learning environment is superbly organised. This promotes children's independence well. For example, children can find all the resources they need to investigate, explore and play.

Children settle into school quickly and they behave exceptionally well. They get along well with each other and are happy to share and take turns. Adults ensure that children understand routines and the importance of being kind to each other.

Parents speak highly of the school. They appreciate the care and support their children receive. Leaders promote a partnership between staff and parents to ensure that children have a successful experience at the school.

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

Leaders have reviewed and revised the curriculum to meet the needs of all children. The ambitious curriculum sets out the knowledge and skills that children should gain as they progress through the school. Adults quickly gather information about children's starting points and interests as soon as they join the school. They use this information to build on what children already know and can do. Staff act promptly and work closely with parents and external agencies if they identify that any child needs extra help. Children with SEND

receive the right support so that they make strong progress in all areas of learning. Children with SEND are fully included in all aspects of school life.

Leaders thread communication and language development throughout the curriculum. Adults are expert, enthusiastic storytellers who bring traditional and modern tales alive. Adults encourage children to join in with familiar stories, for example, by dressing up or using puppets. There are opportunities to sing songs and rhymes throughout the day. Leaders have carefully mapped out the key vocabulary that children will learn in each curriculum area. Adults model this language well and ensure that children hear and use the words frequently. They check that children have remembered what they have been taught. For example, during the inspection, children in the Nursery class were able to explain in detail what newly hatched birds need to survive.

Children's wider development is a priority. Children learn about eating the right foods and keeping active. Adults promote healthy eating during snack and lunchtime. Leaders want children to learn about their wider community as well as the world beyond. Learning about the natural world is an important part of the curriculum. The school has its own woodland oasis where children get a close look at living things. Children enjoy trips including to the countryside and a garden centre. Children learn about the cultural traditions of people in their community. They celebrate what makes people different from each other.

Adults know children well and use this knowledge to provide extra support for those who need help to manage their feelings. There are specially resourced spaces for children with sensory needs. Leaders make sure that staff are well trained to provide this support. Children have very positive attitudes towards their learning. They listen well and show high levels of concentration during tasks and activities.

Governors are proud to be part of the school and want the best for all children. They know the school well because of their regular visits and discussions with staff. They value the staff and are mindful of their workload and well-being. Staff enjoy working at the school and feel supported. One summed up the views of others by saying, 'the headteacher tries her best for everyone'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive the training they need to be aware of the different ways in which young children display signs of concerns. Staff report any worries they have about a child's welfare or well-being no matter how small. Leaders respond appropriately and work well with external agencies to ensure that children and their families get the support they need. Adults help children to learn how to keep themselves safe. This includes being aware of the danger that strangers can pose and staying safe near roads.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in October 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.

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	104280
Local authority	Wolverhampton
Inspection number	10257046
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair of governing body	Kathleen Rogers
Headteacher	Emma Smith
Website	www.eastfieldnurseryschool.co.uk
Date of previous inspection	29 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school works in a federation with two other early years settings. The headteacher oversees the three settings.
- The school caters for two-year-olds.
- The Nursery offers a mix of part-time places of 15 hours per week and 30 hours for working parents. The 15-hour places are taken as either a morning (8.45am to 11.45am for five days) or afternoon (12.30pm to 3.30pm for five days).
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in these areas of learning: communication and language; personal, social and emotional development and understanding the world. For each deep dive, inspectors spent time observing in the classrooms and the outdoor areas. This included observing the quality of interactions between staff and children,

and the daily routines that staff have established. Inspectors also talked to staff and children.

- An inspector met with three governors, including the chair of the governing body. A meeting took place with a representative of the local authority.
- Inspectors spoke with some parents and reviewed responses to Ofsted Parent View, including the free-text comments.
- Inspectors considered responses from staff to Ofsted’s online survey. Inspectors spoke to staff about leaders’ support for their work.
- To evaluate safeguarding, inspectors spoke with children, parents, leaders and staff. Inspectors observed around the premises and checked examples of leaders’ records and policies.

Inspection team

Jo Evans, lead inspector

His Majesty’s Inspector

Wayne Simner

His Majesty’s Inspector

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