

Inspection of Moorgate Nursery School

Moorgate, Ormskirk, Lancashire L39 4RY

Inspection dates: 4 and 5 May 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Previous inspection grade

Outstanding

This school was last inspected 10 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Moorgate Nursery School is a wonderful place for children to learn and grow. Parents, carers and children are always welcomed with a warm smile. Children arrive excited to see their friends and to find out what fun-filled activities they will be doing that day.

Children settle quickly. They step into an environment where they know staff have their best interests and welfare at heart. The exceptional relationships they have with staff and the high level of care and support they receive create a loving and secure atmosphere, where children feel comfortable to thrive.

Leaders expect all children to do well. This includes children with special educational needs and/or disabilities (SEND). Children enjoy the curriculum that they are offered. Activities hold their attention, and they are quickly engrossed in learning. By the time that they leave the nursery, children are well prepared for their next steps in education.

Behaviour is exemplary. Older children are exceptional role models. They confidently remind younger children how to share and take turns. Children show a great deal of care for one another. For example, they take time to explain a task that another might be struggling with. Leaders make sure that any potential unkindness, including bullying, is dealt with immediately.

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

Leaders, governors and staff have created an ambitious curriculum, which is well designed overall. Leaders have thought carefully about what they want children to learn and in what order. The key knowledge that staff must teach to children is clearly set out in nearly all areas of learning. However, there is a small number that is not quite as well developed as others. In these areas of learning, the precise knowledge that staff want children to learn is not explicit. Occasionally, this hinders some children from learning as well as they could. Nevertheless, most children achieve well, particularly children with SEND.

Adults are knowledgeable about the areas of learning they teach. They deliver the curriculum consistently well. Adults explain new ideas clearly and in a way that captures the interests of children. In turn, children eagerly engage in the activities. There are plenty of opportunities for children to revisit and to recap important learning in adult-led activities and in free play. Adults successfully use assessment information to establish how well children are learning the curriculum.

The three-year-old children mix with four-year olds for most of the time, indoors and out. This works well, as the older children are quick to make friends with the younger ones and involve them in their learning and their play. Three-year olds, like

four-year olds, benefit from adults providing regular, focused sessions. Children in this age group have their learning needs met well.

Throughout the nursery, staff use their interactions with children to develop children's knowledge of communication and language to great effect. This includes children whose first language is not English. Staff are quick to build on children's interests and curiosity. They add to, and reinforce, new vocabulary with every child. They give children the confidence to use their vocabulary in different contexts. Staff encourage children to respond in sentences that are appropriate to their age and stage of development.

The sound of songs and rhymes is a notable feature of school life. Children are keen and confident to join in, singing with gusto and happily adding actions to songs and rhymes. The sharing of stories is a popular part of the day. Children are enthralled and attentive when adults share a picture book with them and their friends. Older children begin to learn the initial phonic sounds of simple words and how to orally blend sounds to make simple words.

The provision for children with SEND at Moorgate Nursery School is a strength. Staff are particularly effective at identifying and supporting children with SEND. They expertly use their knowledge of each child to put just the right strategies in place to give the support they need. Children with SEND blossom and achieve well alongside their peers.

Children play extremely well together. Adults are good role models for how to be caring and considerate. In turn, children are kind-hearted towards their peers. When children struggle with their behaviour, adults are experts in sorting out any difficulties.

The personal development of children is meticulously nurtured. Staff give sensitive support and guidance to help children talk about and manage their feelings. Staff offer children an impressive range of experiences. The work that the school does around celebrating different faiths and cultures is exceptional. For example, children delighted in talking knowledgeably about Ramadan and Eid, as well as their celebrations for the coronation of King Charles III.

Leaders and governors lead by example. Governors know the school well and hold leaders fully to account for their work to improve the curriculum. Staff feel well supported with their workload and well-being. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that everyone working in school understands the important part they play in keeping children safe. Leaders and staff are well trained in safeguarding procedures. Staff are effective advocates for children and are confident to report their

concerns, no matter what they might be. They are vigilant in looking for indications that children could be at risk of harm.

When safeguarding needs are identified, leaders engage well with external agencies to get timely support for children and their families.

Leaders ensure that children learn about different risks in a way that is appropriate for their age and their developmental understanding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of areas of learning, leaders are still considering exactly what knowledge children should learn. This hinders some children from achieving as highly as they could. Leaders should finalise the curriculum content in these remaining few areas to ensure that staff know exactly what knowledge children must learn.

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	119080
Local authority	Lancashire
Inspection number	10240215
Type of school	Nursery
School category	Maintained
Age range of pupils	3 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair of governing body	Janet Davies
Headteacher	Gianna Walsh
Website	www.moorgatenurseryschool.co.uk
Date of previous inspection	16 November 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed to the school in March 2022. At the time of the previous inspection, in November 2021, she was newly appointed as the acting headteacher.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school 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 carried out deep dives in these subjects: early reading, communication and language, mathematical development, and personal, social, and emotional development. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teaching staff, looked at

samples of children's work, observed children and spoke to some of them about their learning.

- An inspector talked to children about their favourite books and stories. The inspector also observed children sharing a story with an adult.
- Inspectors spoke with the headteacher, who is also the designated safeguarding lead, and the teacher who led aspects of the school's curriculum.
- An inspector spoke with the special educational needs coordinator.
- Inspectors held discussions with members of staff, which focused on the well-being and safeguarding of children.
- An inspector spoke with members of the governing body, including the chair of governors. She also spoke to a representative of Lancashire local authority.
- Inspectors reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken on newly appointed staff.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They considered the responses to Ofsted's staff survey. They also spoke to children throughout the inspection.

Inspection team

Sue Eastwood, lead inspector

His Majesty's Inspector

Pamela Potter

Ofsted Inspector

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