

INSPECTION REPORT

**WHITECROSS NURSERY SCHOOL
DERBY**

LEA area : CITY OF DERBY

Unique Reference Number: 112480

Headteacher : Mrs F. M. Harvey

Reporting inspector : Mr. Michael Hewlett

Ofsted number : 1569

Dates of inspection : Wednesday 3rd November – Thursday 4th November 1999

Under OFSTED contract number: 707151

Inspection carried out under Section 10 of the School Inspections Act 1996

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under THE school Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such place as may be reasonable.

Any enquires about this legislation should be addressed to the OFSTED Compliance Helpline
Tel. 017421 6567

INFORMATION ABOUT THE SCHOOL

Type of school :	Nursery
Type of control :	Community
Age range of pupils :	3 – 4years
Gender of pupils :	Mixed
School address :	Watson Street Derby DE1 3PJ
Telephone number :	01332 371876
Fax number :	
Appropriate authority :	Derby City
Name of chair of governors :	Mrs G. Bolton
Date of previous inspection :	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
MICHAEL HEWLETT, RgI	Language and Literacy Mathematics Knowledge and understanding of the world	Attainment and progress The efficiency of the school Teaching Leadership and management
JUNE HUNTER, TI	Physical development Creative Development Personal and Social Development	The curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Equal opportunities English as an additional language Special educational needs
JANE HUGHES, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Attitudes, behaviour and personal development

The inspection contractor was:

MICHAEL HEWLETT
Thatchways
Elworth Avenue
Widnes
Cheshire WA8 9JW
Tel. 0151 424 9828

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE
REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 7
Key indicators 8 - 9

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 10 - 20
Attitudes, behaviour and personal development 21 - 25
Attendance 26

Quality of education provided

Teaching 27 - 36
The curriculum and assessment 37 - 45
Pupils' spiritual, moral, social and cultural development 46 - 50
Support, guidance and pupils' welfare 51 - 58
Partnership with parents and the community 59 - 64

The management and efficiency of the school

Leadership and management 65 - 72
Staffing, accommodation and learning resources 73 - 78
The efficiency of the school 79 - 82

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 83 – 150

PART C: INSPECTION DATA

Summary of inspection evidence

Data and indicators

MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Children achieve high standards and make good progress
- Teaching is good, often very good
- Promotes excellent relationships and provides very high standards of care
- Provides a broad and balanced curriculum which meets children's needs
- Plans children's work successfully
- Behaviour is very good and children's attitudes to work are excellent
- Demonstrates very effective leadership and management
- Makes good provision for children who have special educational needs

WHERE THE SCHOOL HAS WEAKNESSES

- I. Some children are given too much support by adults
- II. Displays of work do not reflect the full range of the curriculum
- III. The requirements of teacher appraisal are not in place

The weaknesses are far outweighed by what the school does well but they will form the basis of the governors' action plan which will be sent to all guardians or parents of the children of the school.

How the school has improved since the last inspection

The school has been successful in overcoming the minor weaknesses pointed out in its last inspection in November 1996.

It has successfully maintained the high standards and values that were highlighted last time. Curriculum planning has been improved and what children are expected to learn has been made clearer. Governors meet regularly and are more actively involved in the life of the school, including planning for long term development. Good progress has been made in encouraging parents to deliver and collect their children on time.

The school has set clear and realistic targets for the future and is well placed to make further improvements.

Standards

There are national standards for children by five years of age. Most children are likely to exceed these standards in all areas of learning. They make good progress in all areas of the curriculum. Children who have special educational needs and those learning English as an additional language make similarly good progress.

Quality of teaching

Teaching in areas of learning	
Personal and social development	Good
Language and literacy	Good
Mathematics	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

The children are well taught. No unsatisfactory teaching was seen. Over half of the teaching observed was good with one third very good. The teachers and nursery nurses have high expectations of children.

• **Other aspects of the school**

Aspect	Comment
Behaviour	Very good. Very high expectations from all staff
Attendance	Satisfactory
Ethos*	Very positive, excellent relationships
Leadership and management	Very well led and managed by the headteacher and governors
Curriculum	Broad, balanced and stimulating curriculum. Planning and assessment are good
Children with special educational needs	Good. Support is well organised and detailed programmes of work are organised for the children.
Spiritual, moral, social & cultural development	Social development is very good, spiritual and moral development are good and cultural development is satisfactory
Staffing, resources and accommodation	Sufficient, experienced and qualified staff. Good level of resources. Adequate accommodation indoors but good outside
Value for money	Good. Resources are used very effectively.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
IV. Their children like school and behaviour is good V. High standards are set for children's work and they make good progress VI. Staff are very approachable, thoughtful	XI. Some would welcome more information

<p>and caring</p> <p>VII. They are kept well informed about the progress their children make</p> <p>VIII. They understand what is taught</p> <p>IX. The school encourages parents to play an active part in the life of the school</p> <p>X. Staff encourage children to be independent and treat them as individuals</p>	
---	--

Inspectors' judgements support the parents' very positive views. The school works in close partnership with parents. It provides them with effective support to ensure they can be fully involved in their children's education. Parents are offered detailed information about their children's progress.

KEY ISSUES FOR ACTION

Raise standards by:

1. **Ensuring that the levels of support given to children are consistent throughout the school. For example, allowing children to write their own names on their work and completing practical tasks when they are able to.**
(paragraphs 33, 54, 108, 147)
2. **Providing a better balance of curriculum areas represented in displays of work**
(paragraphs 35, 99, 122, 150)
3. **Making sure that appraisal of teachers takes place**
(paragraphs 67, 75)

INTRODUCTION

Characteristics of the school

1. Whitecross is an average sized nursery situated in the City of Derby. There are 83 children on roll, most of whom attend part time. At present, only one child attends full time although nine others stay to lunch and some older children stay for one full day each week. They are taught by two teachers, including the headteacher, who work full time. In addition, there are three NNEB's (Nursery Nurse Examination Board), two of whom job share, and two Education Care Officers.

2. Two children have statements of special educational needs with five more identified by the school as requiring additional support. The overwhelming majority of children are white and only one comes from a home where English is not the first language.

3 Admissions to the school are determined by a policy established by the local education authority. The school is consistently full and serves a wide area in and around Derby. Children are admitted after their third birthday and priority places are allocated to children with special educational needs and those in difficult family circumstances.

4. The intake reflects a wide social mix and the area around the school comprises council and privately owned properties in equal proportions.

5. The school makes assessments of children's attainment on entry and the information is used to plan a suitable curriculum. They arrive in school with a wide range of attainment levels and this year attainment on entry is broadly average.

6. The school has experienced numerous staff changes since the last inspection mostly with its support staff.

7. Targets for the year include updating policies, continuing work on curriculum planning and allowing a period of consolidation following staff changes.

Key Indicators

1.

8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

9. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	33
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1. Attainment and progress

10. For the majority of children, their attainment is on line to exceed the expected standard by the time they leave nursery. Some higher attainers are already reaching standards normally found at the beginning of Key Stage 1. Attainment levels have been maintained since the last inspection. Children's overall attainment on entry to school is broadly average and they make good progress during their time at Whitecross.

11. Children's attainment in personal and social development is similar to that found during the school's first inspection. By the age of five children's attainment is likely to be above the expected standard. Children are confident in the nursery and are eager to try new things. They are friendly and speak spontaneously to both adults and children. Some children actively seek out their special friends. They can work successfully independently, in pairs, in small groups or successfully as members of a large group for story time or musical activities. Children work and play co-operatively, indoors and out, readily taking turns on the tricycles and two wheeler bikes. Children behave well and are beginning to know the difference between right and wrong. They are developing a sense of fairness and consideration for the feelings of others. For example, they say they are sorry spontaneously and try to make amends. All children respect their environment treating all books, equipment and the new fish with care.

12. Children's attainment in language and literacy is in line to exceed the expected standard by the time they are five. Improving children's language and literacy skills is given a very high priority within the nursery. Children listen extremely well and enjoy engaging adults and classmates in conversation. They are attentive and respond positively when asked to do something as, for example, when they pass on a message or remind classmates to tidy up. At story time, they listen patiently to the contributions made by their friends and take their turn. Most are able to express themselves confidently as when, for example, they talk about some of the activities they have enjoyed during the sessions and when they take part in imaginative play.

13. Children understand how books can be used to gain information and can talk about how they are organised. For example, they are able to explain which books they enjoy and what makes them special. They handle books well and they share them with others, often retelling their favourite stories. Many are able to write their own names unaided. They recognise their own name and can find it when, for example, they go to their places at lunchtime.

14. Children's attainment in mathematics is on line to exceed the standard expected. Numeracy skills are given a high priority with most of the children able to count to ten, often using number rhymes and songs to improve their learning. Many can count much higher than this and can apply their knowledge in practical situations. For example, they can calculate how many skittles are left when they knock five of the ten over.

15. Children have a good knowledge of pattern and shape and are able to recognise these when they are looking at other curriculum areas, for example, when they are involved in construction activities. In one group, children used simple mathematical language to describe the shapes the needed to build a tower that would be stable. They were able to explain why square blocks made

better foundations than round shapes.

16. Children's overall attainment in knowledge and understanding of the world is on line to exceed the expected standard. They have a good understanding of their local area and can talk about many of its features. They describe how things have changed, even within their own lifetime, and how the members of their own family play an important role within the local community. Many are able to describe their journey to school. They use tools safely and know how to design and construct models. Teachers plan activities which ensure that children are introduced to simple scientific processes. They can observe living things and talk about what they have seen, picking out similarities and differences. For example, they know how to use a magnet to attract materials and can predict which ones to use. Children's attainment in information technology is satisfactory. They are confident when using the computer but have limited access to the machine.

17. Standards in physical development are similar to those found during the school's first inspection. By the age of five, children's attainment is likely to be above the expected standard. They are able to handle tools correctly. Many use pencils, crayons and felt pens with control when drawing and writing their name. All can use paintbrushes competently, painting, for example, pictures of family members and their pets.

18. Standards in creative development are similar to those found during the school's first inspection. By the age of five, children's attainment is likely to be above the expected standard. Children are able to make choices in the use of materials, resources and equipment. They are successful in painting, drawing and collage and they use a range of tools with care and skill. Their paintings and drawings are developing well. They can recognise the primary colours and can name many of the secondary colours. Children sing tunefully and they can beat out a simple rhythm with accuracy when using percussion instruments. They use their imagination in a good range of role play activities as, for example, when re-enacting the role of mother and father getting ready to go to a party.

19. During their time in nursery children make good progress in all areas. All groups make good rate of progress including those children who have special educational needs and those who are higher attainers. Progress is helped by the high quality of the teaching and the excellent relationships found within the school.

20. Children show good levels of concentration and are given many opportunities to practise and consolidate their learning. Activities are set at a suitable level so that the work they are asked to do builds on the children's prior knowledge and understanding. Detailed evaluations are carried out by all staff to check how successful they have been. This helps to ensure that children's progress is consistent and carefully structured. It also allows staff to recognise where their practice needs to be improved and to make the necessary adjustments. Evidence taken from individual records, as well as the detailed assessments kept by all staff, confirms the judgement that most children progress well.

Attitudes, behaviour and personal development

21. Children show excellent attitudes to their learning. They listen most attentively, take turns and concentrate very well, sometimes for long periods, during activities. Children work very well independently, alongside an adult or with their peers. For example, one little girl was happily stacking and counting domino shape tiles on her own when two friends joined her. After a brief

period of negotiation, the three girls successfully adapted the game so that one dealt out dominoes equally to all three. Another girl then became “the teacher” and asked the other two to name the colours as she held them up. This activity lasted for some time, without any direct adult support or intervention. The girls organised themselves well and without argument. Children listen carefully to instructions and try hard to carry them out - when tidying up, for example. Children grow in confidence in the friendly, secure environment created by the staff. They ask questions when unsure about what to do and volunteer information to adults and children about how they feel. One girl, while decorating her shape cakes suddenly admitted to feeling shy at times when she went to play in the home corner.

22. Children’s behaviour is very good. They are very well mannered and copy social conventions seen at home and school. They say “Thank you” if someone helps them and “Excuse me” when they wish to pass or interrupt a conversation. Most children understand the need to take turns and there is very little sign of disagreement during activities, either indoors or outside. Children with particular needs respond well to the support they receive from adults and their peers and they join in most activities with obvious enjoyment. Children who stay for lunch behave appropriately at the table and chat sociably. Parents are very happy with the behaviour of their children at school.

23. Relationships throughout the school community are excellent. Staff greet children warmly and many chat happily about their news. Children relate extremely well to each other and girls and boys mix very well, for example in sharing the dressing up clothes. Children are encouraged by and respond very positively to the warm praise offered to them by staff each day.

24. Children’s personal development is very good. They take full advantage of any opportunities staff offer them to increase their independence. Some stack milk and juice glasses while others return the tray to the kitchen. Everyone helps to tidy away and most know where resources belong. Children at lunch say what they would prefer to eat. The majority of children can take care of their own personal needs. They are familiar with adults reminding them how to take their coats off. They chant “Hold on to the cuff” so that their sleeves “don’t go inside out”, when reminded as a group before outdoor play. Parents comment on the independence staff promote among their children and they value this aspect of the provision.

25. Parents feel that their children respond extremely well to the very positive ethos of the school and inspection findings confirm their view. The school has been very successful in maintaining the high standards reported at the time of the last inspection.

Attendance

26. Levels of attendance are satisfactory. Parents bring their children to school and collect them on time. These factors have a positive impact on children’s attainment and progress.

QUALITY OF EDUCATION PROVIDED

1. Teaching

27. The quality of teaching has improved since the last inspection. On that occasion, ten per cent of the teaching was found to be unsatisfactory.

28. This time over half of the teaching observed was good and one third very good. The rest was satisfactory. The teaching is consistently strong in all the curriculum areas.

29. All staff have a good understanding of the needs of young children. They know how they learn and plan their work accordingly. Their approach to planning comes from individual children's needs and is very effective. Staff clearly identify what they want to achieve during an activity and this information is made clear to both the children and adults working with them. Teachers' planning has improved considerably since the school was last inspected. There is now a high degree of consistency in the level of detail included in teachers' weekly and daily plans and this is a major contributory factor to the success of the teaching and to the good progress that children make.

30. All staff set high expectations for children's learning and behaviour. There is a positive ethos among all the staff which transfers to the children. They use the available time well to keep children interested and actively involved. The use of time and the quality of classroom organisation are good. Teachers plan an extensive range of interesting activities which children enjoy. For example, during an outdoor activity an adult arranged plastic skittles in the form of a bowling alley which children were encouraged to use. As well as improving children's physical skills the adult used the activity to reinforce their knowledge of numbers to 10, setting them simple calculations as they knocked over the skittles. The progress they make are increased during such practical and enjoyable activities. The work set for children who are higher attainers is carefully matched to their abilities. This aspect of the teaching was found to be a weakness during the last inspection. All staff now recognise the need to extend these children and they are set tasks which challenge them, often involving activities that would normally be found at the beginning of Key Stage 1

31. Staff regularly monitor the work that children undertake. For example, if they note a reluctance on the part of one child to participate in an activity or an area of the curriculum, this is fed back to colleagues at the regular planning meetings. Strategies are then agreed to encourage the child to join in. When assessment and monitoring procedures are used in this way, they show a positive influence on the quality of the teaching because they enable staff to adjust the emphasis of some of their work to match children's needs.

32. Staff successfully use a wide range of teaching strategies. For example, their active involvement in role play guides and supports children's learning. They are skilled at asking open ended questions which keep children actively involved and ensure their learning stays purposeful. A successful example of this was seen during a language activity when children were talking about their favourite stories. The adult working with the children insisted that all the group members should contribute at their own level and listen attentively to the contributions of the rest of the group. She was sensitive to the needs of each group member, offering support where necessary and improving children's vocabulary by suggesting alternative words they might like to use.

33. Informal systems to monitor the quality of teaching and children's learning have recently been introduced but more work needs to be done in this area to remove some inconsistencies. For example, some, but not all, adults encourage children to write their own names on their work. Most children can attempt this successfully and do not require the extra support that is offered. On another occasion children were decorating cakes. The lesson was successful in most aspects and it moved at a brisk pace. However, some of the group who were quite capable of completing the task were given too much help by the adult working with them.

34. Children are very well managed and the consistent approach adopted by all staff helps to ensure that children with challenging behaviour are handled well and do not detract from the learning of others. Staff are extremely skilled in this respect and the quiet manner in which they deal with all children is a positive feature of the school. They are quick to recognise and praise achievement in this area. This is a particular strength of the school and parents' extremely positive views are reflected in the inspection findings.

35. Staff make good use of most available resources to support their teaching. For example, the attractive outdoor area is used extensively and the limited classroom space is exploited well to provide for different activities. The exception to this is in the use of classroom display to improve and reinforce children's learning. There are few printed labels around the nursery to provide a stimulating literary environment and children's work on display tends to focus on the creative aspect of the curriculum. Other areas of the curriculum are under represented. The school recognises this as a weakness which needs to be improved.

36. All staff combine well to provide children with a calm, secure environment. Relationships are excellent and this helps to build children's confidence and self esteem.

The curriculum and assessment

37. The school provides a broad, balanced, stimulating curriculum which successfully promotes children's intellectual, physical and personal development. All areas of learning are well provided for with an appropriate emphasis on the development of literacy and numeracy skills. The curriculum is very successful in developing children's personal and social skills. It is equally accessible to all children and successfully meets their needs. There is a good culture of fairness and equality which pervades every aspect of school life. For example, care is taken to ensure that new children who are still unsure are involved in all activities and have equal turns in the imaginative role play area.

38. The curriculum is well suited for the children with special educational needs. In line with the nursery's special needs policy and practice, a suitable level of support and guidance is given to those with learning or physical difficulties. Their individual educational plans are realistic and teachers provide work that matches their abilities. The children are sensitively supported to ensure they are involved in all activities and experiences.

39. Support staff are deployed well and enable children to pursue all activities and experiences at their own level. Children are regularly assessed and records of the children's achievements are kept. Parents are involved with the formulation of the individual educational plans and attend reviews, contributing to evaluations of the children's progress.

40. Considerable work has been undertaken since the last inspection in developing curriculum documentation. Policies have been revised for most areas of learning and they now contain the relevant detail of aims, learning outcomes and the skills to be developed. All are clear, concise and help teachers with their planning.

41. The quality of the planning is good. Much work has been done since the last inspection to improve and establish a detailed framework for all aspects. Curriculum planning is now thorough and all staff are actively involved in the process

42. Informal evaluations of lessons and activities are discussed each day. This information is used to plan for the next stage of work for the children.

43. Visitors to the school enhance the provision by developing children's knowledge and understanding of the world around them. For example, firemen and a fire engine come to school and a governor, who is a local policeman, visits the school regularly.

44. Following the last inspection of the school, the headteacher and staff have reviewed and established consistent assessment procedures which clearly reflect the progress that all children are making in their learning. These systems are both comprehensive and effective. Information gathered from home and early observations of what they can achieve in the nursery is collected by staff and forms a useful baseline assessment. All staff make regular and relevant observations of children's work, attainment and progress. Future planning and current teaching are assisted by this information. All staff are aware of children's preferences for some activities and the take up of experiences and activities is regularly tracked and monitored. The information gathered from monitoring and assessment, is carefully transferred to the children's records and combines to create a well rounded picture of each child's development.

45. A book containing a range of work samples showing best achievement over the last term in school is kept for each child. This book is given to each parent as children leave and provides a useful summary.

Pupils' spiritual, moral, social and cultural development

46. The school makes a good contribution to the children's spiritual, moral, social and cultural development.

47. The provision the school makes for social development is very good. All staff ensure it has a high priority throughout the day. The nursery creates a warm, welcoming atmosphere of trust and respect, and relationships between adults and children are excellent. Many opportunities are provided for children to work individually or in groups of various sizes. Story time and group times are used well to praise attentive listening and good behaviour. Children are encouraged to be friendly and work co-operatively with one another. For example, children playing in the imaginative play area were seen to include a new child in their play and to allow her to have equal turns. Confidence and independence are well promoted, resulting in children taking responsibility for their own learning by choosing activities they will undertake and clearing away sensibly when they have finished. All children are encouraged to ask for help when needed and they appreciate the support and guidance willingly given by staff and other helpers. Politeness, courtesy and good manners are emphasised through out the nursery.

48. The provision for children's moral development is good. The organisation of the nursery offers children clear boundaries in which to develop. Basic routines and simple school rules are readily understood by most children and accepted as being fair. For example, they know it is necessary to clear away activities properly before having a drink and why it is important to put on an apron before using paint. Children are taught the difference between right and wrong and time is taken to ensure they understand this. Adults who are consistently patient, caring and sensitive to the needs of children set a good example. They are taught to be tolerant of differences and to be fair when playing with others. For example, a child who wanted to play the large drum all the time, was encouraged to think about the feelings of his friend, hand over the instrument and ensure he had a

fair turn. The nursery has a consistent approach to promoting good behaviour and all staff expect the children to behave well. Ready praise and encouragement are given for self discipline, self control and tolerance.

49. Provision for children's spiritual development is good. Their awareness is carefully developed through a wide range of activities and experiences which provide opportunities for thought and reflection. There are many moments each day when children express delight and wonder. For example, children observe and explore a variety of musical instruments, listening with interest to the realistic sounds of the rain stick and with humour to the duck whistle. They study blocks of ice, experience its coldness and marvel when it melts to water. Children are taught to appreciate the natural world around them and care for all living things. They look after the very small fish in the tank, for example, and understand and explain the need for food, quietness and care. Pets are brought to school and children share with others the importance of handling them gently. Staff choose stories well to explain feelings and personal values. For example, following a story about Mr. Happy and Mr. Miserable, children were encouraged to consider how he felt, think of why he was miserable and to suggest ways to make him happy. Opportunities such as shared prayers at lunchtime and major celebrations such as Christmas and Easter sensitively provide moments of quietness, reflection and wonder.

50. Provision for cultural development is satisfactory. There are many opportunities for the children to learn about their own traditions and culture. Well known stories such as Sleeping Beauty and The Hungry Caterpillar are taught and children sing and take part in traditional games and rhymes. The special days of birthdays, weddings, bonfire night and Mothers Day are celebrated. However, the children's knowledge and understanding of other cultures is less evident. This area of learning is dealt with in an informal way through resources, such as books, pictures and cooking utensils or dolls for the home corner. Opportunities to develop the children's knowledge about the richness and diversity of a multicultural society are missed.

Support, guidance and pupil's welfare

51. The nursery is very successful in the support and guidance it offers to children. Staff know the children very well and provide very effective personal support for children and their families. The school succeeds in creating a welcoming learning environment for children who settle well into the daily routines.

52. The headteacher deliberately adopts a flexible approach to the number of sessions children are expected to attend. Some are full time whilst the majority attend for five sessions each week. Others may need slightly more than this and their requirements are met by the school. This benefits all children who are able to make the best progress possible.

53. The school monitors children's overall progress and development well. Initial baseline assessment provides a clear picture of what children can do when they start. Staff make regular assessments of children's attainment and progress and this information is transferred to the receiving primary schools.

54. Staff manage and promote good behaviour very well. Children are familiar with the high expectations of the staff and they behave appropriately both inside and outdoors. The lunchtime assistants are briefed well and they ensure a continuity of approach which adds to children's sense of security. There are a few instances, however, when some staff try to over support children in

their activities and this inhibits their personal development. For example, when decorating cakes, children were not offered the opportunity to sieve their own icing sugar or add the water and colouring. Later in the day, however, a different group were allowed to shake their own flour out over their dough shapes.

55. Effective arrangements are in place for monitoring children's attendance. Registers are well maintained and staff make several head counts during the course of a session. The school encourages parents to inform staff of any reason for absence. Since the last inspection, the headteacher and staff have spent time reviewing drop off and collection arrangements for children. The current arrangements work well and provide the flexibility necessary for parents with young families.

56. Secure child protection procedures are in place; the headteacher is designated responsible for this area. All adults working in the school are aware of the arrangements and they share any new expertise and knowledge gained from training courses with the rest of the staff.

57. The school provides very high standards of care for all children and this is one of its strengths. There are very regular fire drills which help to familiarise these young children with the fire bell and the procedures to follow. Health and safety issues are addressed well by the school and the learning environment is safe and secure. Staff pay close attention to the children's health and safety during all the activities they undertake. For example, during a baking activity, the teacher made sure children washed their hands before handling the food. They were dissuaded from putting knives in their mouths and were generally taught the rudiments of hygiene and safe practice. Good links are established with many outside support agencies and this helps to ensure effective support for children with special educational needs.

58. Parents are extremely appreciative of the support and guidance the school offers their children. Since the last inspection, standards have remained very high. The school has effectively addressed the key issue, highlighted in the last report, concerning attendance times.

Partnership with parents and the community

59. The school maintains a good partnership with parents and fosters satisfactory links with the local community.

60. The school provides good quality information for parents. The prospectus is a useful document which gives a good overview of school life. Newsletters are sent to parents and there is a good level of daily contact between staff and parents, particularly at the start of a session. Plans are in place to produce more curricular information for parents. Noticeboards in the entrance hall provide more general information about the school and also give sources of local information and services.

61. The end of year written, report about each child is detailed and provides receiving primary schools with a clear picture of each child's attainment. These reports are discussed with parents on request and copies are available for parents to take home.

62. Parental involvement in school is good. Staff ask if parents have any areas of specific expertise or interest at the beginning of the year in which they could support children's learning. The school tries to involve parents as much as they wish in school life. Photographic evidence shows the local policeman, who is also a parent, talking to children about Stranger Danger and Road Safety. He

has also spent time in the school just talking to and playing with the children so that they became more familiar with someone in uniform working as a friend. Such involvement has a positive impact on children's attainment and progress. Parents are also happy to accompany the children on educational visits during the year and this helps to extend further their knowledge of the wider world.

63. Satisfactory links are fostered with the local community. Children are taken on visits to the local shops, they walk to the nearby brook and make an annual visit to a farm in Nottinghamshire which gives them the opportunity to go out for an extended, whole school visit. Although links with local business are not well established, the school takes advantage of any opportunities which present themselves. Records show that children have attended an annual Sun Awareness session run by a major pharmaceutical company based near to the school. The headteacher also maintains effective liaison with local secondary schools who send pupils to the nursery on work experience placements. Promising links are also in the early stages of development between the school, another local nursery and a new Step-In Family Centre which will benefit many local families.

64. Whitecross Nursery is held in high regard locally. Parents feel included in school life and are encouraged to support their children's learning wherever possible. Provision in this area has improved since the last inspection.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

65. The headteacher provides good leadership and has created a strong sense of teamwork. She has led the school through a difficult period when there have been many staff changes. Working with colleagues, she has established clear educational direction for the work of the school. There is a shared educational vision for the school's future with a commitment to providing high quality education as well as striving to raise standards.

66. The last inspection report commended the school on some aspects of its management and standards have been maintained. Improvements have been made in the systems of planning and monitoring the quality of the teaching and children's learning. Planning is more detailed and identifies what children should learn.

67. The role of the governing body was described as underdeveloped during the last inspection and this has been recently addressed. It meets regularly to discuss school policies and its decisions are carefully minuted. Individual members of the body are well informed about the school and are very effective in its behalf. For example, the two parent governors spend a morning in school each week and have their own section of the notice board so that they can communicate with other parents. The school meets all its statutory responsibilities except for teacher appraisal.

68. Staff meetings are used productively to plan work, update policies and discuss individual children's progress. All staff understand their roles and responsibilities and they carry out their duties enthusiastically and professionally.

69. Children's records are detailed and informative and they reflect a considerable amount of time spent on the part of staff who complete them. They provide a valuable means of tracking individual children's progress. Staff have gathered a huge amount of data and use this well to complete

learning reports. These are made available for parents as well as the receiving primary schools.

70. Effective systems are in place to support children with special educational needs with seven children identified by the school as requiring extra support. Their progress is carefully monitored and all staff are kept informed of individual education plans.

71. The school development plan is a much better document than when the school was last inspected. This is because it covers an extended time period, sets clearer priorities and is linked to finance.

72. The aims and values of the school are well established. A positive ethos pervades all aspects of school life and relationships are excellent. The school is very successful in this area. The current leadership is well placed to maintain the school's high quality of provision and to ensure it continues to improve.

Staffing, accommodation and learning resources

73. The school has sufficient suitably qualified and experienced teachers and nursery nurses with the knowledge, skills and expertise to deliver the curriculum for children under five years of age. Two members of staff have a part time commitment and appropriate procedures are in place to ensure they are aware of arrangements and organisational issues.

74. Communication within the school is good. Effective induction procedures are in place and new members of staff, supply staff and students are given appropriate support to settle into school routines quickly. The informative staff file provides a reference for curriculum and organisational procedures. Students and parent helpers, who regularly provide assistance with a variety of tasks, are given a good level of information and support to enable them to make a worthwhile contribution to school life.

75. Teacher appraisal is not in place. However, the school has a commitment to staff training and relevant courses and in-service training are well attended to update knowledge and skills. For example, a course on Information and Communication Technology was well chosen to rectify the weakness in the curriculum provision identified in the previous inspection report. It has increased staff confidence and competence in computer skills and this is improving the quality of their teaching in this subject.

76. The practice of sharing with colleagues the experience and knowledge gained on courses has a positive impact on children's learning and achievement. For example, a recent course on music has been beneficial to both staff and children. It stimulated much thought and discussion and many of the ideas are now incorporated into the school curriculum. Attendance at other courses by staff has improved their confidence and enhanced the learning for children with special educational needs.

77. The internal accommodation is adequate and provides a clean, colourful and stimulating setting. Appropriate space is allocated to teaching bases, book corners, practical activities and imaginative and role play areas. The accommodation outdoors is good. The paved terraces and grassed area provide a well maintained, appropriate area for physical skill development. The school gardens provide a suitable environment to develop children's knowledge of the natural world.

78. The range of learning resources is good and covers all areas of learning. Resources are of good

quality, well maintained and reflect thoughtful selection and management. Books are attractive and care is taken in their selection and choice to ensure they assist the learning and reflect children's interests. Some present cultural similarities and differences in a positive way and others reflect differing life styles and family members. Resources are carefully organised, labelled and stored appropriately ensuring independent access by children.

The efficiency of the school

79. The school does not have a delegated budget and most of its resources are managed by the local education authority. The limited funds available are supplemented by generous parental contributions which often double the amount available for resources and equipment. All the money available is wisely spent. Resources are used effectively within the school and spending plans are agreed following widespread consultation. Links with finance are identified within the school development plan which offers an effective framework for targeting the school's priorities. It has improved considerably since the last inspection when it was described as very brief.

80. Day to day financial and administrative procedures are very good and are carried out by the headteacher and the school secretary. Arrangements are made by the school for its own funds to be audited regularly. In addition, the local education authority has recently carried out an audit of the school and systems were found to be secure. Support staff and parent helpers are used efficiently throughout the school and their experience adds significantly to the quality of education the children receive. They are deployed well and understand exactly what is expected of them when they work with the children.

81. The school receives extra staffing to support children with special educational needs. Currently seven children are included on the school's register as requiring additional support. The additional support provided has a positive impact on these children's attainment and progress

82. The accommodation is limited in the amount of space there is available but it is used well to provide a satisfactory learning environment for the children. Taking into account the children's attainment when they arrive in school, which is broadly average, together with the high quality of education and the good progress children make, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. Personal and social development

83. Standards in personal and social development have been maintained since the previous inspection report. By the time children are five years old their level of personal and social development is likely to be above the expected standard.

84. Children's personal and social skills are well developed. On arrival in the nursery, children are happy to leave their parents and are eager to try the new experiences and activities planned for the day. Children are friendly and are able to relate well to all familiar adults and children, greeting them enthusiastically. Some children have special friends and actively seek them out to work and play with them. Many speak spontaneously and with confidence to school visitors.

85. Children work successfully as members of a large group for story time or musical activities, listening with interest and joining in the songs. All are able to work individually, in pairs and in small groups for activities. Children work and play co-operatively, listening to the ideas of others and taking turns fairly; for example, when taking pretend messages on the telephone or enacting the key roles of mother and father in the home corner.

86. Most children achieve a high level of independence. They select the activities they wish to undertake, choose relevant resources and clear away sensibly before having their drink. Some children show a high level of independence as they collect bikes, scooters, wheelbarrows and prams from the outside store and place them on the terrace.

87. Children listen very carefully to instructions and most can act on them, concentrating and persevering with a task for quite long periods. For instance, when waiting a turn, shaking a dice and trying to match shapes on a group matching game.

88. Most children behave very well and treat one another, books and equipment with care. They are beginning to understand the difference between right and wrong and they all respond pleasurably to praise and are remorseful when gently corrected. They are beginning to understand how to behave with fairness and consideration for the feelings of others by saying they are sorry, spontaneously, and try to make amends. Children with special educational needs also work and play together successfully. The excellent relationships between all adults and children help them to develop confidence and build on the many experiences in the nursery. Many children encourage those less fortunate than themselves to join in all activities. For example, a group of children, building tall towers with large blocks, included a watching child in their group. They allowed him equal turns when building the tower and helped him rebuild it when it fell down.

89. Children are appreciative of the natural world and take care of living things, for example, they know that fish need appropriate food and special care. They take some responsibility for them by ensuring they have space and appropriate attention. Children take very good care of the nursery environment, indoors and out. For example, they ride bikes very carefully along the paths, ensuring growing plants and bushes are not damaged and some children spontaneously collect some of the fallen leaves and put them in wheelbarrows.

90. Children respond positively to this area of learning and make good progress throughout all activities.

91. The quality of teaching promoting personal and social development is good overall Staff have high expectations of good behaviour, gently reinforce simple school rules and take every opportunity to increase children's personal skills. For example, a child who wanted to answer all the questions at group time was carefully reminded that she had answered many of the questions and now it was time to listen to the answers of others.

92. All staff have excellent relationships with the children and a good understanding of their needs. They are patient and kind with the children, especially those who are new and still a little unsure, giving them plenty of time to answer questions and develop confidence. This is particularly evident in group time when adults give ready praise and encouragement as children try out their ideas and recall interesting things they have done in the nursery or at home.

93. All adults consistently encourage consideration for others, praising children enthusiastically for playing together successfully and co-operating with others. For example, children wait patiently until the child climbing up the scrambling net has reached the top before starting their ascent. All staff have a good knowledge and understanding of the needs of young children. They set tasks and ask questions that are interesting, stimulating and offer a good level of challenge.

94. Teachers' planning for personal and social skills is detailed and provides many interesting, imaginative and stimulating activities and experiences for the children. The good progress made in personal and social skills is carefully assessed and recorded. This information is then used to track children's progress and plan future work. Resources for learning are of good quality, well maintained and stored where they are accessible to children.

1. Language and literacy

95. Children enter nursery with language skills that are broadly average. By the time they are five, children's attainment in language and literacy is likely to exceed the expected standard. In many instances, they are working at levels which are normally found at the beginning of Key Stage 1. Their ability to listen well for long periods is particularly evident and overall standards are similar to those found in the school's first inspection report when they were described as "above the national expectation". Standards have been maintained in the intervening years and the school is well set to achieve further improvement.

96. Language and literacy are given a suitably high priority within the nursery and good opportunities are provided to develop and practise the four elements of language-speaking, listening, reading and writing.

97. Children listen extremely well. In all groups, they listen attentively to stories, to their classmates' contributions or to the instructions that they have been given. When they come together for drink time, these skills are reinforced and practised. For example, they listen carefully to the stories being read by adults during group time and many are able to retell them in their own words. Adults select a range of interesting and suitable stories which retain children's interest and this helps them to improve their skills in this area. They are able to apply the skills learned in other aspects of nursery life as they pass on messages they have been given or wait their turn before joining a discussion.

98. Most children are able to express themselves confidently. They are keen to engage in conversation about the work they are undertaking and show a high level of fluency and a wide vocabulary. Children enjoy taking part in imaginative play and this is a very successful feature of the school's provision. They are able to adopt roles and express themselves imaginatively. For example, some children pretended to be organising their "families" in the home corner. They gave each other roles to play and sustained this for a long period, using much of the new vocabulary that had been introduced when the activity had been discussed with their adult helper. Their ability to express themselves increases on occasions such as these when adults take a full and active part. They judge their level of intervention and support well, so there is a good balance between adult directed discussions and those started by the children. The children's vocabulary improves, as does their confidence and self esteem.

99. Children can talk about books and they know how to handle them carefully. They are taught how to use them and can explain, for example, how the contents page refers to the text and can help them to find information. Children understand from their own attempts at writing that the words and pictures in the book convey a meaning to the reader. Most children can recognise their own names and some can identify the letters of their name in writing and displays around the nursery. They learn in an interesting and attractive environment where creative work features prominently in the display. However, there are few examples of the written or printed word in displays and this is an area which needs to be improved.

100. Children are confident when making marks on paper. Some make good attempts at writing their own names unaided and they manage to do this when they complete a piece of work. Writing features across the curriculum and children are keen to talk about the many purposes of books.

101. All children respond positively to the school's provision in language and literacy. They concentrate well and stay on a task until it has been completed. This is a particular strength of the school and it makes an important contribution to children's overall attainment.

102. Children's progress is good. This is primarily because of the high expectations set by staff for the children. Many of the activities come from children's own interests but staff organise them in such a way that children build on what they already know and they have regular opportunities to consolidate their learning. They are given clear and explicit instructions by the adults working with them who regularly monitor children's work to ensure it stays purposeful. For example, when an adult was working with a group talking about characters in a jigsaw, she made sure the tasks she set and questions she asked were matched to each child's needs and requirements. Her guidance made sure that everyone improved their work as the activity continued.

103. Seven children are identified as requiring additional support and one is learning English as an additional language. Good systems are in place to support these children.

104. Support is carefully targeted to ensure that progress is maintained. For example, individual education plans are written which provide a structured programme of work. This is carefully monitored by adults working with the children. The content of the plans is known to all staff and this helps to provide a consistency of approach.

105. The quality of the teaching is good and teachers' planning is now much better than when the school was last inspected. It contains a great deal of detail and this supports the teachers' work

because it sets out exactly what children are expected to learn.

106. Staff are well qualified and have a detailed understanding of how children learn. They encourage their language skills with sensitive interventions which guide and support the learning but retain their independence. For example, in one very successful lesson, an adult working with a group constructing a tower encouraged each group member to contribute to the discussion at their own level. Each contribution was encouraged and valued. Work of a similar quality was also observed at drinks time when children were encouraged to describe what they had done earlier.

107. Teachers read expressively and encourage children to enjoy books, rhymes and stories.

108. In the more ordinary lessons, some adults offer too much support and this reduces the amount of progress children can make. For example, during one activity the adult working with the group insisted on writing each child's name on the paper even though most were able to manage it for themselves.

109. Staff keep detailed records of children's achievements and progress. They use this information effectively to plan future work and to decide if children need additional support. The evaluations they make are especially useful. They help teachers to plan the next stage of work. For example, staff discovered that some children were making slower progress than anticipated. They changed the quantity and level of work set during the next activity.

110. Resources for learning, including the book provision, are good and the book area, which was criticised during the last inspection, has been improved. Comfortable chairs have been added but more work is still required here to make it an inviting place for young children. The school has recognised this and has detailed plans drawn up.

1.

Mathematics

111. Children's attainment is on line to exceed the expected standard by the age of five. A group of higher attainers reach standards which would normally be found at the beginning of Key Stage 1. The high standards identified during the last inspection have been sustained

112. There is a strong emphasis on improving counting and number and being able to apply these skills in practical situations. Most children are able to count to ten and many are able to count much higher than this. Some can recognise numbers and then use that knowledge to solve everyday problems.

113. Most are able to sort objects and put them in order using different methods. They are good at making comparisons and can recognise bigger and smaller objects around the nursery. For example, they play a table game which involves selecting mathematical shapes and ordering them. Most are able to talk about what they do using correct mathematical vocabulary and some can explain why the rectangular blocks are more "stable" than other shapes when used in building towers.

114. Children also recognise how patterns can be produced and they are able to plan and make their own, using paper or card. Some produce complex patterns which they then amend and adapt until they meet their requirements. Most are able to explain what they have done and why they have chosen to work in a particular way. They are also able to describe familiar patterns they know from

home such as carpets and wallpaper.

115. All children, including those with special educational needs, make good progress in their mathematics. Staff understand their individual needs and make sure they are given regular opportunities to build on and consolidate their previous learning. Their records indicate that the progress they make is consistently good throughout the year.

116. Children who are learning English as an additional language make a similar rate of good progress.

117. Children respond very positively to the teaching. They enjoy the subject and stay engrossed in an activity until they have managed to complete it. This is a particular strength of the school. Children's ability to concentrate, behave well and work cooperatively helps to raise the standard they achieve.

118. The quality of teaching in mathematics is good. Over a third of the teaching is very good and it is never less than satisfactory. In the best lessons, adults make good use of everyday opportunities to reinforce mathematical skills. For example, during a music lesson children were asked to identify the shapes of the instruments they were using.

119. On most occasions, teachers work with children in small groups. This is successful because they can improve children's mathematical vocabulary as well as providing tasks for them which suit their abilities. Children's attainment and progress improve when small group and individually targeted work is organised for them.

120. Teachers plan their work extremely well and this shows a big improvement since the last inspection. They identify what they want children to learn in more detail. This helps them to organise work which targets children's individual needs.

121. All staff contribute to the evaluation of children's work and this information is successfully used to decide what activity will come next. Useful records are maintained about children's progress and most parents commented favourably on the good quality of information they receive.

122. Resources for mathematics are good and they are well organised so that children are able to select most for themselves. The attractive displays around the nursery concentrate on creative work and there are few examples of number in evidence. The school has recognised this as an area which needs to be improved.

1.

Knowledge and understanding of the world

123. Children's attainment in knowledge and understanding of the world is on line to exceed the standards expected in most areas by the time they leave nursery. In information and communications technology, children are likely to reach the expected standard which is an improvement since the school was last inspected. On that occasion no computers were available for children to use.

124. Children talk confidently about their family, friends and the world around them. They can talk about how things have changed and how they are different from when they were younger. They are

able to describe their journey to school and some of the features they see on the way, for example, the types of shop they pass and the games they play in the park.

125. Children are beginning to understand how to carry out simple scientific experiments. They learn to observe carefully and can describe accurately what they see. For example, some children were able to predict which materials might be attracted to the magnets they were using, sort them into groups and then test out their predictions.

126. Most children are able to select tools independently and handle them safely. They know how to join materials and take a great pride in their completed work. They show particularly high levels of concentration during such activities. For example, one group building a model spent a long time planning their project and then worked cooperatively to see it through to the finished building.

127. Children are confident in their use of information technology. They know how to use the mouse and enjoy working on the programs available. The school has recognised this area in its development plan as one where more work is still needed. The inspection findings support this view.

128. All children, including those with special educational needs, make good progress in most aspects of knowledge and understanding. In their use of information and communications technology, they make satisfactory progress. A broad and balanced curriculum, which is appropriate to the interests of the children, helps to consolidate and then build on their previous experiences.

129. The quality of teaching was good in one third of the lessons observed. One third of lessons are very good and the remainder are satisfactory. Staff plan the activities effectively and know what they want to achieve, but are flexible enough to respond to children's individual needs. The best lessons are characterised by teachers providing practical first hand experiences which allow the children to improve their observation skills. A good example of this was observed when a group of children were using plastic construction materials. They followed a detailed plan which related to local buildings they knew and used mature vocabulary to describe the steps they would need to take.

130. The overall quality of the teaching is enhanced by the high standards of children's behaviour. There is a consistency of approach which means that children know what is expected of them. For example, when children are told to tidy away they are asked to listen to one adult who explains what they are expected to do. Their ability to follow these instructions is a particular feature of the school.

131. Evaluations of work are made by all staff on a regular basis. These evaluations are used to plan the next stage of work for the children and they are very effective. They also recognise weaknesses and identify ways in which things can be put right. Teachers keep detailed records of children's progress. Resources for knowledge and understanding of the world are good which is better than when the school was last inspected. They are well organised and accessible to the children. This helps them to become more independent and take responsibility for their own actions.

Physical development

132. Standards in physical development are similar to those found during the school's first inspection. By the age of five, children's attainment is likely to exceed the expected standard and they make good progress. All children, including those with special educational needs have access to a good range of resources and activities.

133. Children handle tools correctly. Many use pencils and felt pens with confidence as they draw patterns and attempt to write their name. Glue sticks are held with care and control as they stick coloured paper on to a collage. Children can handle large construction kits safely and with increasing control to build high towers and buildings. Many use small construction kits with dexterity to make models of aeroplanes and lorries. Most children can complete puzzles and shake dice successfully when playing a game.

134. Children are particularly enthusiastic about outdoor activities and work there with great motivation and energy. They move with confidence and co-ordination. They can pedal and steer tricycles purposefully up the hill and ride them safely down the other side. A few confident children demonstrate greater control as they ride two wheeler bikes along the paths.

135. The majority of children have good early games skills. Some can throw and catch a large ball with a degree of accuracy. Others can roll balls to their friends or roll balls to knock down skittles with some success. Most children have a good awareness of space as they run and chase one another around the paths, being aware of others and avoiding bumping into them.

136. All children, including those with special needs, make good progress. They have access to the wide variety of resources provided for each skill. For example, the small and large tricycles and the two-wheeler bikes, enable them to build on their experience of pedalling and steering and develop confidence.

137. Children enjoy the physical area of learning and respond well to the interesting and stimulating range of activities. When working with tools, they listen to instructions carefully, work quietly and share resources fairly. Most children show good levels of concentration and remain at their tasks until they are completed. This was evident during a painting activity when children painted pictures and then stayed to fill in the edges of the paper with patterns of raindrops.

138. The quality of the teaching in physical development is mostly good and in a quarter of lessons the teaching is very good. Teachers' planning has improved since the last inspection. It is much more detailed and this supports the teachers' work both indoors and out. Staff now have a clear understanding of the skill they wish to focus on and a good knowledge of the needs and abilities of the children.

139. Outdoors, activities are also well supported. The planning clearly identifies the skills to be taught, the resources to be used and the adult focus for the session. The adult, for example, who was working with a group of children throwing and catching balls, stayed with the children, coaching and encouraging them until they could all catch a ball. The higher attainers were given more difficult tasks to complete.

140. All adults have a very good knowledge of the needs and abilities of the children. Regular assessments are made on the children's progress and achievement and this information is used effectively to plan the next stage of work. These detailed findings are transferred to the termly summary and are useful when tracking children's progress throughout the year.

141. The school has adequate resources to develop manipulative and co-ordination skills. They are well maintained and accessible to children. The accommodation both indoors and out, is well used to support physical development. Following the previous school inspection, the arrangements for physical development on rainy days have been reviewed. An appropriate space is now made available indoors.

Creative Development.

142. Standards in creative development are similar to those found during the school's first inspection. By the age of five, children's attainment is likely to exceed the expected standard and they make good progress. All children, including those with special educational needs, have access to a good range of resources and activities.

143. Children can use a wide range of colour, media, texture and tools. They show a good level of concentration and can express themselves well when using a wide variety of colours and paint. Many paintings and drawings are detailed and reflect their efforts to depict cats, dogs, rabbits and fish. Other paintings reflect family members and some children use appropriate colours for hair, eyes and mouth. Children with special educational needs demonstrate good powers of observation as they paint pictures of their family members, for example, Grandad and his three wheeled car. Most children can recognise and name the primary colours and many can recognise secondary colours.

144. Children respond in a variety of ways to different smells and tastes. They are able to express strong likes and dislikes, for example, as they spoon different flavours of jelly into pots.

145. Music is used to good effect in the nursery. Children respond positively to all types of music and children sing tunefully and know a range of familiar songs and rhymes which they perform with success and enthusiasm. Some children sing spontaneously as they play in the home corner. All children are able to select a percussion instrument and name it correctly. They are able to clap and beat out a simple rhythm using a wide range of percussion instruments and stop and start playing at a given signal. Children move appropriately and spontaneously to music and rhythm, for example, they moved around the room playing their instruments and singing 'The Grand Old Duke of York'.

146. All children play enthusiastically in the role play areas. They use their imagination well and copy the mannerisms of their mothers and fathers. They incorporate the ideas into their play, as for example, getting ready to go out to a party.

147. The overall quality of the teaching is good. Almost four in ten lessons are very good and teaching is never less than satisfactory. Activities are well prepared, varied, imaginative and interesting for the children. Teachers are particularly good at asking questions and encourage children to be reflective about their tasks. For example, when children were asked about their percussion instruments, they considered which instruments made a sound like a horse galloping and whether the sound of a drum reminded them of thunder. Most teachers take every opportunity to develop skills and encourage independence. However, there are occasions when adults write children's names on their pictures when most could write their own name or put their marks on the paper themselves.

148. Teachers plan activities carefully and with sufficient detail to support all aspects of the teaching. Following the last inspection, there are now more planned opportunities for children to draw and paint independently on the subject of their choice. Staff make good use of the careful assessments for children's attainment and the records they keep are used to inform future planning.

149. Resources for creative development are good and well suited to children's needs. They are stored appropriately to allow children to choose them independently.

150. A large amount of children's creative work is displayed throughout the nursery. This reflects the value staff place on children's creative efforts but other curriculum areas are under represented.

1. PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by a team of 3 inspectors who:-

- Carried out 44 observations
- Interviewed the Chair of governors, other governors, headteacher, teacher, nursery nurses and support staff
- Held discussions with parents accompanying children to school
- Talked to children about activities they were undertaking
- Examined school documentation, curriculum plans, records and children's work
- Arranged a pre inspection meeting with parents, providing an opportunity for them to express their views (9 attended)
- Analysed the written replies to the parent questionnaires (53 responded)

DATA AND INDICATORS

Pupil data

	Number of pupils on roll	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Nursery	83	2	5	1

Teachers and classes

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	21

Education support staff (Nursery school, classes or unit)

Total number of education support staff	4.0
Total aggregate hours worked each week	70.5

Average class size:	21
---------------------	----

Financial data

Financial year:	1998/99
-----------------	---------

	£
Total Income	8869
Total Expenditure	8869
Expenditure per pupil	222
Balance brought forward from previous year	-
Balance carried forward to next year	-

PARENTAL SURVEY

Number of questionnaires sent out:

83

Number of questionnaires returned:

53

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	53	45	-	2	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	87	13		-	-
The school handles complaints from parents well	40	11	17	-	-
The school gives me a clear understanding of what is taught	47	45	4	-	-
The school keeps me well informed about my child(ren)'s progress	40	34	8	8	-
The school enables my child(ren) to achieve a good standard of work	72	17	-	-	-
The school encourages children to get involved in more than just their daily lessons	43	26	9	-	-
I am satisfied with the work that my child(ren) is/are expected to do at home	11	2	11	-	-
The school's values and attitudes have a positive effect on my child(ren)	85	9	-	-	-
The school achieves high standards of good behaviour	83	11	-	-	-
My child(ren) like(s) school	91	9	-	-	-

NB Not all rows will add to one hundred because some questions did not receive a full response

