

INSPECTION REPORT

WINDSOR NURSERY SCHOOL

Parkfields, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104283

Headteacher: Mrs R Thornbery

Reporting inspector: Mrs E M D Mackie
23482

Dates of inspection: 3 – 4 December 2001

Inspection number: 230185

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
School category:	Community
Age range of pupils:	3 to 4 years
Gender of pupils:	Mixed
School address:	Windsor Road Parkfields Wolverhampton
Postcode:	WV4 6EL
Telephone number:	01902 558128
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Appropriate authority:	The local education authority
Name of chair of governors:	Mr E Brooks
Date of previous inspection:	24 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Area of learning responsibilities	Aspect responsibilities
23482	Diana Mackie	Registered inspector	Foundation stage English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are students taught? How well is the school led and managed? What should the school do to improve further?
19439	Doreen Shotton	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
17877	Christine Ingham	Team inspector	Equal opportunities Special educational needs	How high are standards? b) Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Windsor Nursery School is located in a residential area to the south-east of the centre of Wolverhampton. It is a Beacon school. The building was purpose-built in 1976 and has been recently altered to provide extra rooms for school and community use. The school grounds have also been improved to provide enhanced opportunities for children's play and physical development. Most children are from families who live near the school. There are 76 children on roll, 72 of whom attend part-time. There is a wide range of attainment when children enter the nursery as three-year-olds but overall, attainment on entry is below average for the age group. The social or language development of a significant proportion of children is well below average. A rich mix of ethnic minorities is represented at the school, including children from Indian, black Caribbean, other black African, Chinese and dual-heritage families. Twenty-two children speak English as an additional language and 12 are at the early stages of speaking English. Most of these children speak Punjabi as their home language, and a few speak Gujarati, Cantonese or Tamil. Just under 15 per cent of children are on the school's register of special educational needs for learning or behavioural difficulties although there are no statements of special educational need.

HOW GOOD THE SCHOOL IS

This is a very good school where relationships are excellent and children achieve very well, so that they are on course to reach or exceed standards expected nationally by the end of the reception year. The headteacher provides excellent leadership and the overall quality of the teaching is very good. The rich and varied curriculum enables children to learn and grow in an inclusive atmosphere in which each child, together with his or her family, is valued. The quality of care for the children is very good and the governors support the school well. The school provides very good value for money.

What the school does well

- Children achieve very well from a low start and are on course to reach nationally expected standards for their age by the time they leave the nursery.
- The quality of teaching is very good and children learn in a happy and purposeful atmosphere.
- Children's attitudes are excellent and they make excellent relationships with other children and the staff.
- The school provides a curriculum of high quality so that children are motivated and want to learn.
- The standard of care and welfare for the children is very good and provision for their social development is excellent.
- Links with parents are very good and parents think highly of the school. Links with the local community are excellent.
- The headteacher provides excellent leadership and educational direction for the school.

What could be improved

- There are no significant areas for improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in February 1998. The high quality of the leadership, teaching and curricular provision gives the school the excellent capacity to continue with this improvement.

In response to key issues raised in the last inspection:

- The school has ensured that there is daily direct teaching of early reading and writing skills.
- There is improved provision for outdoor play in order to extend opportunities for children's physical development.
- There is a system for the performance management of staff.

In addition, the school has responded well to other comments in the last report:

- There is now a system for the formal monitoring and evaluation of teaching and learning.
- Parents are given written reports of their children's attainment and progress.
- Assessments of children's attainment are used effectively to set targets for their future learning.

STANDARDS

There is no national comparative information on the attainment of children in nursery schools. Children follow the nationally taught curriculum for the Foundation Stage (children in nursery and reception classes). There are Early Learning Goals, or expectations for children by the end of the reception year. The six areas of learning are:

- personal, social and emotional development;
- communication, language and literature;
- mathematical development;
- knowledge and understanding of the world;
- physical development; and
- creative development.

Achievement is very good and most children are on course to reach or exceed expected levels for their age in all six areas of learning by the end of the reception year. Higher attaining children are on course to exceed national expectations. Children with special educational needs and those from minority ethnic groups progress at a similar rate to the other children. Girls and boys both make very good progress. The school's strong emphasis on the development of children's personal, social and emotional development ensures children's very good progress in this area of development. Children's speaking and listening skills develop very well, and those who speak English as an additional language make particularly impressive progress.

CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Children are enthusiastic to learn and are very interested in activities.
Behaviour	Very good. Because of this, children engage happily in activities and learn in a trouble-free atmosphere.
Personal development and relationships	Very good. Children's personal development is very good and they make excellent relationships.
Attendance	Children are not of statutory school age and reporting requirements do not apply. Their punctuality is satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	
Quality of teaching	Very good

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

The high quality of the teaching is a strength of the school. All staff embrace the inclusive ethos and provide excellent role models in their daily practice. Teachers and nursery nurses work very effectively together to plan and prepare wide-ranging and motivating activities. They teach in interesting and engaging ways so that children want to learn and are eager to get on with activities.

Management of the children seems effortless. Staff use a wide range of equipment in order to stimulate children's imagination and draw on all their senses to build up a rich understanding of the world around them and develop their creativity. Literacy and numeracy are taught very well and children soon become early readers and writers who want to communicate. The level of teaching for children who speak English as an additional language is very good. These children benefit from very well organised dual-language sessions when they are helped to sort out their ideas and get a clear understanding of what is being taught. Teaching in all six areas of learning clearly follows the 'stepping stones' of learning to reach the Early Learning Goals. This step-by-step method ensures that children build effectively on what they already know, do and understand. Children with special educational needs are taught very well and they, too, benefit from the school's approach to teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and relevant. Opportunities are provided for all pupils to learn in interesting ways and their curiosity is stimulated by very well chosen activities.
Provision for children with special educational needs	Very good. The inclusive ethos of the school ensures that all children are sensitively involved in all activities. Individual education plans are well written and they are followed carefully.
Provision for children with English as an additional language	Very good. The school's planning and teaching methods support these children well. Staff take account of assessments and use resources of high quality to meet the needs of children at different stages of learning English.
Provision for children's personal, including spiritual, moral, social and cultural development	Very good overall. Provision for children's spiritual, moral and cultural development is very good. Provision for their social development is excellent.
How well the school cares for its children	Very good. There are clear procedures for child protection. Children's learning and personal development are monitored very well. Because they know the children well, staff soon pick up any problems and deal with them effectively.

The school has very effective links with parents and this has a positive effect on the children's learning. The school provides a very good range of information for parents. Bilingual staff ensure that parents can sort out problems and have a clear picture of what is going on in school. Many parents are well involved with the work of the school and contribute effectively to their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides excellent leadership and educational direction for the school. Her deeply held sense of vision permeates all aspects of the school's work.
How well the governors fulfil their responsibilities	Good. The governors fulfil their role well in supporting the school and they serve the children conscientiously.
The school's evaluation of its performance	Excellent. The school's honest evaluation of its performance ensures that appropriate priorities are identified for improvement and clear action is taken to deal with them.

The strategic use of resources	Very good. Funding for specific purposes is used appropriately. The school ensures best value for money in its spending decisions and evaluates expenditure against the benefits it brings to the children's achievement and welfare.
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The staffing levels are very good and there are suitably qualified and experienced teachers and nursery nurses. The high quality of lunchtime supervisory staff, caretaking and administrative staff contributes well to the ethos of the school. Accommodation is adequate and outdoor provision is good. Most learning resources are good and they are very well organised and stored.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, behave well and make good progress. • The teaching is good. • The school is led and managed well. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • There were no significant areas of concern.

Inspectors agree with the parents' positive views of the school. Parental comments clearly support the inspectors' judgements concerning children's very good progress and excellent behaviour, the very good teaching and the excellent leadership by the headteacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most children when they enter the school as three-year-olds is below and often well below the level usually found for children of this age. For a significant number of children, attainment is well below expectations in personal, social and emotional development and communication, language and literacy. Children make very good progress and by the time they leave the nursery, their attainment is in line with national expectations for their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. This represents good achievement and is a reflection of the high quality of the teaching and curricular provision. Most children are on course to meet the Early Learning Goals by the end of the Foundation Stage. Higher-attaining children progress well and are on course to exceed those goals.
2. Boys and girls progress at similar rates. Children from ethnic minority groups make progress in line with the rest of the school; they thrive very well in the inclusive atmosphere of the school. Children who speak English as an additional language make very good progress because of the high quality of the adult support. There is very good support for children with special educational needs so that they, too, make good progress. All children are challenged at appropriate levels because staff use the school's very effective assessment procedures to build on what children already know, do and understand.
3. Children's personal, social and emotional development is given a high priority. The recently organised family room is used to support children of pre-school age and their parents. Because of the school's sensitive induction programme and the activities in the family room, children settle quickly to the clear nursery routines. As they work and play together, children demonstrate a strong level of racial harmony. Everyone is valued and children listen to one another well. They enjoy each other's company and are keen to be involved in the exciting activities provided for them.
4. In communication, language and literacy, children develop confidence and achieve very well as they acquire a growing vocabulary and become increasingly confident in discussion. Reading skills develop well as children listen to stories, look at books, turn the pages and tell stories by interpreting the illustrations. Children write messages by making marks; they know that print has meaning. Higher attaining children write their names. Children who are in the early stages of learning English benefit from dual language sessions when they have opportunities to express their ideas clearly in the language they use at home.
5. Children's mathematical development is stimulated and extended through a wide range of discussions, stories, rhymes and practical activities. They match, sort and count objects and acquire a growing mathematical vocabulary as they explore shapes and play with water and sand. Everyday occurrences such as sharing food and playing with wooden bricks provide opportunities which staff use very effectively to extend children's mathematical understanding.
6. All cultures are celebrated so that children identify with their own heritage and benefit from learning about others. The exciting and stimulating practical experiences provided for the children help them develop ideas and an early level of knowledge and understanding in a range of subjects such as science, design and technology, information and communication technology, geography and history. Exciting experiences with interesting equipment, including coloured lights, moving images and textured surfaces, help children to explore their senses.
7. Children's physical development is stimulated and developed well through opportunities to run, jump, climb, balance and crawl on a wide range of equipment and surfaces with a variety of textures, levels and shapes. As they write, draw and engage in craft activities, children develop appropriate levels of manipulative skill in using scissors, brushes and pencils.

8. Children's creative development is enhanced through a wide range of stimulating activities. They create interesting and colourful pictures, collages and three-dimensional models. They use their imagination well in a thoughtfully organised range of activities, such as dressing up and role-play, for example, as families in the home corner or as shopkeepers and customers in the shop.
9. Skills in literacy and numeracy are developed very well. The school does not focus too narrowly on these areas, but includes them appropriately in all areas of learning so that children use the skills in a variety of circumstances where they are relevant. Children develop skills in information and communication technology in line with expectations for their age. They manipulate the computer mouse effectively and recognise that the computer responds to commands which need to be given accurately.
10. Children who are from ethnic minority backgrounds, who speak English as an additional language, or who have special educational needs, make very good progress and achieve very well because of the high quality of teaching and curricular provision.

Pupils' attitudes, values and personal development

11. Children are eager to come to nursery school and enjoy being there. They are helped to settle quickly by the staff, who make considerable efforts to ensure that children become confident and secure. On arrival, most children do not mind separating from their parents and after self-registration they quickly choose their first activity. They remain involved in their tasks for long periods and work busily and with purpose. During each session, there are many opportunities for children to choose what they want to do from the wide range of exciting opportunities. Children take pride in their achievements and enthusiastically show the results of their work to others. The staff make excellent use of photographs to record children's work. These are displayed throughout the school to raise children's self-esteem and share their experiences with friends and family. Children's enjoyment of activities is very evident from their laughter and enthusiastic participation. Their excellent attitudes towards school are due to the interesting and imaginative quality of the extensive range of daily activities. Very good teaching ensures children know what is expected of them and promotes excitement in learning; for example, when a child was chosen to represent an angel in the story session or to make sandwiches which were cut into Christmas shapes.
12. Behaviour is very good. Girls and boys play happily together. Children respond well to the staff's high expectations, the calm way in which they enforce the rules and their good example. Most children are much too interested in their learning experiences to behave badly. Children learn right from wrong through the emphasis placed on appropriate behaviour. They play well together. When disruptive incidences happen staff quickly resolve them and through careful explanation ensure children are aware of why behaviour was unacceptable. Children use resources with care and are particularly helpful in tidying them away at the end of each session. Children show respect for each other's feelings and the beginnings of respect for the values and beliefs of others. All groups of children work and play together harmoniously and there is a high level of racial harmony. There was no evidence of bullying, sexism or racism.
13. From a very low starting point, children make very good progress in developing social skills and high levels of independence. This is a strength of the school which contributes very well to children's learning. Overall provision for children's social development is excellent. Many opportunities are available for children to use their initiative to solve problems. For example, in a model-making activity, a Christmas decoration was too heavy to stick to a tree with glue. A child decided to use sellotape as well and was delighted by the success. An excellent example of initiative was seen when a boy tripped over a chair which was incorrectly placed. He immediately placed the chair under the table and checked all the others were safely tucked away. Children enjoy playing with their friends. Two girls delighted in dressing up as Cinderella and Bo-Peep and were pleased when two boys, acting as policemen, joined in their play.
14. Attendance, though not statutory, is satisfactory and most parents bring their children punctually. Children register by finding their name cards and attaching them to the registration chart on the wall. Staff monitor this and make appropriate records of attendance.

HOW WELL ARE CHILDREN TAUGHT?

15. The quality of teaching is very good. Of the lessons seen, a seventh were excellent, more than a half were very good and nearly a third were good. This is a very strong picture indeed, and underpins children's very good levels of achievement. This is an improvement since the last inspection, when a fifth of the teaching was satisfactory. Teaching is now very good in all six areas of learning. Nursery nurses play a significant role in the teaching process. They work with the teachers as a team to plan, prepare and teach the curriculum. Staff follow the 'stepping stones' described in the curriculum for the Foundation Stage to plan children's progress towards the Early Learning Goals. All staff have a secure understanding of the needs of young children and share a firmly held view of the importance of childhood as a crucial learning period which is precious for each child.
16. The staff know the children very well as individuals and relationships are excellent. Children are organised in family groups which are assigned to particular members of staff (key workers) who teach and monitor the groups during focused activities. At other times, staff work with children throughout the nursery. Children are encouraged to be independent, both socially and in their learning. Staff are vigilant in monitoring activities and picking up on opportunities to extend the children's understanding. Questioning is of a high quality and it is carefully directed to tease out children's ideas and develop their language. Staff expect a lot of the children, who respond very well and want to please them. As a result, children grow in confidence and know that they are valued. The children behave very well and are busy and involved in learning throughout each session because of the high level of careful planning and very good management by the staff.
17. Speaking and listening skills are taught very well. The high quality of support for children who speak English as an additional language ensures that these children are soon integrated into language activities with other children. Staff group children effectively so that they learn from one another. For example, a child whose English has developed well made a valuable contribution in story time when he helped children in the early stage of speaking English to understand the story of 'The Three Bears'. A Cantonese speaking child was supported very well with individual teaching as she discussed food and ways of eating. Her enjoyment at spending time with an adult who cared about what she was trying to say and who was prepared to listen and help her to express her thoughts in English was obvious.
18. Literacy and numeracy are taught very well. Because of the high quality of relationships, the attractive range of books and the staff's willingness always to listen to the children, reading is a popular choice of activity when children can choose what they do. They enjoy sharing books with adults and other children and can frequently be seen reading aloud, using the illustrations and making up their own words. Staff encourage the children to regard themselves as readers and writers. Children 'playwrite', making marks to represent words as they write their names, shopping lists and messages.
19. There is a good balance between direct teaching of groups of children and opportunities for them to choose activities independently. Because activities have been thought through rigorously by the staff, the learning within them is carefully planned. At the same time, there is scope for children to explore and extend their own ideas. For example, a child found that as he played with some large cardboard tubes, he could create a sloping tunnel. He then built a model car from a construction kit and sent it down the tunnel with great glee.
20. Staff organise opportunities for children to explore the senses and experience delight and wonder. As they teach, staff encourage children to ask questions and draw on their earlier learning. For example, as he watched pretty plastic fish floating upwards in a tube of coloured water, a child asked, 'Why are they going up?' The nursery nurse took time to talk with him and reminded him of how he had played with floating things in the water tray. As children made attractive Christmas trees from boxes and a range of shiny paper and glittery objects, the nursery nurse took every opportunity to get children to feel the materials and express what they felt and looked like. Again, she often said, 'Do you remember when...?'
21. The school's very effective system of assessment is helpful for staff. They note how children are progressing and keep simple and careful records which are used effectively to plan new

work. The system is beneficial for all children, including those who speak English as an additional language or who have special educational needs. Staff share information so that successes are celebrated, for example when children gain enough confidence to speak to the group in English. Concerns are followed up appropriately and all staff are aware of any developments.

22. Children with special educational needs are taught very well; for example, when a member of staff worked patiently, calmly and persistently to encourage a usually unresponsive child to talk during a dressing-up activity. Children's individual education plans are well written and staff keep careful records of their progress. These children benefit greatly from the school's inclusive approach to teaching and learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

23. All children benefit equally from a very good curriculum which provides a range of varied, interesting, imaginative and often exciting learning activities. Activities are based on the six areas of learning in the Foundation Stage and a significant and successful emphasis is placed on personal, social and emotional development. Together with other nursery providers, as part of an early learning project, the school has carried out an interesting and helpful audit to examine the effectiveness of its provision in the six areas of learning. Children were observed in a wide variety of activities and the findings have been used very effectively to improve the organisation of activities. The school has also explored ways of improving and enriching the curriculum. In conjunction with other nursery schools, staff have studied and adopted an Italian approach, from Reggio Emilia, to providing a curriculum which meets the needs of individual children, identified through close observation of their interests. The strategy emphasises the organisation of the classroom environment to promote choice for the children so that they make decisions and develop independence. All activities are very well used to further develop children's literacy and numeracy skills.
24. The school is committed to ensuring that all groups of children, including those with special educational needs, those who speak English as an additional language and those from ethnic minorities, are fully involved in all activities. A register of special educational needs is kept carefully and the staff ensure that provision is in line with the requirements of the statutory Code of Practice. Individual educational plans of very good quality are compiled for children, in consultation with local education authority support staff, key workers in school and parents, all of whom participate in setting targets for the children. If children experience difficulties, there is consistent adult support to encourage them to be fully involved in activities. In addition, the bilingual assistant provides very effective support for children who speak English as an additional language. She modifies activities to ensure that these children have access to the full curriculum. These strategies contribute significantly to the school's positive approach to inclusion.
25. The classroom is organised very well, with clearly defined learning areas with which the children soon become familiar. Staff work closely with children on focused tasks specifically linked to the 'stepping stones' leading to the Early Learning Goals. Learning intentions for the activities are clearly identified. Opportunities for stories, music and drama activities are also included in each session, and children participate in a very good range of interesting outdoor activities, many of which promote energetic play.
26. Effective use is made of outside visits, for example, to local shops and a garden centre, to bring relevance to children's learning. Visitors to the school also extend curricular experiences. Children's creative skills were successfully developed as they shared in singing with a Caribbean guitarist and watched visiting secondary school pupils perform salsa dancing.
27. Very good curricular planning guides teaching and learning very successfully. Members of staff have individual responsibilities for areas of learning. Teachers co-ordinate the planning, using the 'stepping stones', the school's own research and assessments of children's attainment and progress. There is a very good policy to guide staff on how to support children from ethnic

minorities and ensure their full inclusion in the educational programme. The member of staff funded through the government's Ethnic Minority and Traveller Achievement Grant contributes very well to the planning process to ensure maximum access to the curriculum for all children. Monitoring is the responsibility of qualified teaching staff, who evaluate the effectiveness of the planned curriculum in meeting the individual needs of children and providing a balanced range of activities. Day-to-day activities are assessed and evaluated regularly by all staff in order to identify the learning that has taken place

28. The school makes very good provision for children's spiritual, moral and cultural development and excellent provision for their social development. These are a central feature in the curriculum and they succeed in helping children to develop strong personal and social skills. A significant number of children start school with well below average personal and social skills, and staff work hard to develop these skills at every opportunity. The school has a very good range of resources to promote children's sensory skills. For example, children experience a sense of wonder as they programme a tall tube of water to change colour and form bubbles.
29. The very good provision for moral development is clearly demonstrated in the children's positive attitudes and the respect they show for all members of the school community. There is a shared understanding of what is expected. All staff respond to incidents calmly; they anticipate problems and effectively avoid the occurrence of conflicts. For example, when a child hid his number card, the teacher made a game of the situation, which allowed him to return the card without creating an issue.
30. The high priority given to the development of children's social skills permeates all areas of the school's work. All members of the school community are valued and respected for their individuality and they are always encouraged to form caring relationships. In each session, the children have many opportunities to work together and share resources. For example, children worked together harmoniously as they shared resources to decorate a Christmas tree made from cardboard boxes. Children are willing participants in tidying up and enjoy the responsibility of being the named group helper. Staff make good use of occasions such as snack-time to 'chat' sociably with the children. They discuss things that have happened at home and encourage children to share in the joy of events in the lives of others.
31. The school community is made up of children from a wide range of cultures. The staff provide many opportunities to discuss cultural awareness. A wide range of festivals, such as Kwanza and Eid are used as a basis for activities to interest and extend children's knowledge of other cultures. There are a number of Punjabi books in the book area. Story and reference books, photographs, jigsaws, dressing up clothes and displays are provided to allow children to discuss aspects of life in other communities. Staff also ensure celebrations and important events in the children's lives are given a focus through discussions during daily activities.
32. The school has developed and maintained excellent links with the local community. Members of local support services, such as health visitors and the speech therapist, visit the nursery regularly. A family room has been established in the school with the aim of offering further education for parents, getting them to value children's play by participating in it and familiarising children with the nursery before they start. The project leader maintains close links with the school staff and the activities provided complement those of the school. For example, significant time is given to developing sensory skills. Excellent links also exist with local primary schools. Staff work together with a high level of professionalism to ensure that children are very well prepared for school. Assessments of children's attainment and progress are shared and used to plan initial programmes when children enter primary school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school takes very good care of the children and this has improved since the previous inspection, so that it is now a strength. The procedures for child protection are very good. The headteacher, who is the named person for this aspect of care, is very well trained and all staff have received appropriate in-service training. The school has very good relationships with the

local department for social services, and the health visitor is part of a multi-disciplinary team which ensures that procedures for child protection are followed carefully.

34. Educational and personal support and guidance for children are very good. The school has a very good policy and well established procedures for the management of children's behaviour. These are applied consistently and ensure the elimination of oppressive behaviour. The staff know the children and their individual needs very well. There are daily opportunities for any concerns to be shared between teachers and parents. At the close of the day, parents are told about what their children have done. Children take home work such as drawings and paintings. Parents are encouraged to share achievements with their children in order to promote their confidence and sense of wellbeing.
35. Children like coming to school and enjoy the many interesting activities provided. They are encouraged to put equipment away and keep the nursery tidy. When they choose what to do, children make sensible choices and use their initiative to select resources such as books, dressing up clothes and building bricks. Teachers make sure that all children have opportunities to experience the full range of activities and can develop their own preferences.
36. The school's arrangements for assessing children's attainment and progress are very good. The school monitors the progress of different groups of children, including girls and boys, children who speak English as an additional language, ethnic minorities and children with special educational needs. The initial assessment of each child is very thorough and provides a good link with parents. Day-to-day assessments are helpful in providing staff with information which is used to plan the next stage of teaching to match each child's development. Targets are set to take children's learning forward at a very good rate. Reports for parents are comprehensive and well written. These reports are also sent to the children's next schools.
37. Health and safety matters are well attended to and provision for first-aid is very good. A member of staff is responsible for the first-aid equipment and has a full, up-to-date certificate. All staff have some training in first-aid and are well aware of how to deal with children with special requirements such as allergies or diabetes. Full records are kept of any incidents and parents are informed of accidents, no matter how minor they may be. The caretaking and cleaning staff work hard to keep the school clean and safe. Fire precautions and equipment are properly checked and fire drills are carried out regularly.
38. The health visitor plays an important part in the care provided for children. She advises parents and runs sessions on child health and behaviour management. The work of the project leader in the family rooms contributes significantly to the welfare and education of children and their parents and carers. Because of the school's inclusive ethos and the advantage of bilingual support, families are supported very well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Nearly all of pre-inspection questionnaires completed by parents were very positive; they think highly of the school. This is an improvement since the last inspection. Analysis shows that parents believe that their children are making good progress and that they feel comfortable approaching the school. At the pre-inspection meeting, parents said that their children become more confident during their time in the nursery and that they are pleased with the standards achieved. They think the school is well led and has a very caring atmosphere, where parents are always welcome and are dealt with sensitively. They feel that the school is more friendly and has better facilities than at the time of the last inspection.
40. Parents feel they can come into school at any time to talk about concerns and they appreciate the opportunities for family learning and the provision of crèche facilities. Parents support the school in many ways, for example, with fund-raising. Because of daily contact and supportive relationships between parents and staff, the impact parents make on the school is good and has been sustained since the last inspection. Many parents read at home with their children and take home toys from the toy library to reinforce the good work done in the school. Overall, the links with parents are a strength of the school

41. The information provided for parents is very good and has improved since the last inspection. The prospectus has a good range of necessary information and the governors' annual report to parents explains what the school did last year. In order to prepare children and their parents for what the nursery has to offer, the school provides family 'stay and play' sessions which enable younger children to become familiar with the school and parents to engage with their children in varied activities. The project leader, who runs the sessions, plans the programme of activities in order to introduce children to more structured play. Parents who attend express appreciation for this provision. If a family needs extra support or a child is absent without good reason, the project leader is able to visit the home to try to improve attendance.
42. At the end of the year, a report is written for the parents and a summer consultation meeting arranged with the teacher. Reports provide helpful information about children's achievement and progress. Apart from written information, the school has daily contact with parents and carers, and teachers share any concerns about children's successes and achievements.
43. In the family rooms, parents discover how they can contribute to their children's learning. The Family Learning project leader organises and runs regular sessions to support parents and involve them in their children's education. Parents bring younger children and work with them in a range of activities which prepare them for the nursery. The project leader forms an important link with the children's homes, and she is ably supported by the school's bilingual assistant, who speaks Punjabi with the Indian parents in order to make them feel welcome and clarify any problems. Two local adult education colleges run short courses and there is a crèche for babies and toddlers. The health visitor plays an important part in the care provided for children. She provides sessions to advise parents on how to manage their children. These opportunities help parents to understand how much the nursery has to offer their children and how they can get the best value out of the nursery school experience.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher provides excellent educational direction for the school. Her commitment to providing high quality education for the children has a significant impact on the whole school community. Staff follow her lead very well, parents recognise and are grateful for what the school does for their children, governors want to support her and the children benefit from being valued as individuals of whom a great deal is expected.
45. All staff have responsibilities and special interests in areas of learning and they contribute significantly to the management of the curriculum. They have very good support to carry out their roles effectively. In addition to professional training sessions held at the school, staff undertake courses led by the local education authority and at other educational institutions. They also visit centres of excellence where teaching is recognised to be of high quality. In this way, they observe good practice which may be helpful at their own school. Because of this continuous and high quality training, staff teach very well and morale in the school is high.
46. Governors are conscientious and supportive. They are aware of the community's needs and, through the headteacher's regular reports, are well informed about developments at the school. They work well with the local education authority, which is the appropriate authority for the management of the school.
47. The school is meticulous in evaluating its performance. The very effective assessment procedures ensure that each child's progress is checked. The headteacher regularly monitors the quality of teaching and staff strive continuously to improve the quality of their work. There is rigorous scrutiny of the curriculum to include new ideas and improved strategies.
48. Provision for children with special educational needs is managed very well. The co-ordinator ensures that individual education plans are carefully written, followed and reviewed. There are regular links with parents, who are appropriately informed about their children's progress. Outside agencies are involved as and when this is necessary. Education for children who speak English as an additional language is also managed very well. The local education authority provides very good support, especially for children who speak Punjabi.

49. The school's income is spent prudently and the principles of best value are applied very well. The budget is carefully planned to take account of the school's educational objectives and projected income and expenditure. Any surplus is justified in the plans for future development and by the good provision of resources and staffing. Very good use is made of specific funding and staffing, for example, for children with special educational needs, those who speak English as an additional language and for community use. The Family Learning project is funded by 'Children in Need'. The school also benefits from inclusion in the 'Sure Start' project, which provides funding to enhance provision where children need support to reach nationally agreed standards. Bearing in mind the funds available to the school, the low attainment of most children on entry to the nursery, their very good achievement and the high quality of teaching and curricular provision, the school provides very good value for money.
50. The accommodation is satisfactory overall. Refurbishment of the nursery has enhanced the facilities and made good use of the limited space. Attractive displays of photographs provide information for parents, enhance children's self-esteem and consolidate their learning. The addition of the family rooms, much appreciated by parents, contributes well to the school's success. Nursery children use these rooms at lunchtime and one of the rooms, which is equipped with lighting and sensory equipment, is used for regular nursery sessions. The development of the garden and outside facilities has provided more outdoor opportunities for children's learning and physical development. The school is continually considering ways to use the accommodation to the best advantage in the interest of the children's learning.
51. Resources for teaching and learning are good. There is equipment of good quality both indoors and out. There is a good number of fiction and non-fiction books, and 'big books', with enlarged text, for staff to use in group sessions. As at the time of the last inspection, parents and children benefit from the loan service run by the school, so that books can be taken home and changed regularly. The school has also introduced a toy library service. These services contribute well to the children's progress and to the enhancement of children's learning at home.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. There are no significant areas for improvement. Constant review and development ensure that appropriate priorities are managed very effectively. The school has a regular and very good system of evaluation linked to a very effective school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of sessions observed	21
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	7	0	0	0	0
Percentage	14	57	29	0	0	0	0

The table gives the number and percentage of sessions observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each session represents nearly five percentage points

Information about the school's pupils

Pupils on the school's roll	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	38
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	Nursery
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	N/a

Unauthorised absence

	%
School data	N/a

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	19

Total number of education support staff	3
Total aggregate hours worked per week	96

Number of pupils per FTE adult	7.6
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	166,132
Total expenditure	158,487
Expenditure per pupil	2,172
Balance brought forward from previous year	0
Balance carried forward to next year	7,645

Recruitment of teachers

Number of teachers who left the school during the last two years	
Number of teachers appointed to the school during the last two years	

Total number of vacant teaching posts (FTE)	
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87	13	0	0	0
My child is making good progress in school.	64	34	0	0	2
Behaviour in the school is good.	60	32	0	0	8
My child gets the right amount of work to do at home.	35	35	6	3	21
The teaching is good.	79	16	0	0	5
I am kept well informed about how my child is getting on.	65	26	3	3	3
I would feel comfortable about approaching the school with questions or a problem.	83	13	2	0	2
The school expects my child to work hard and achieve his or her best.	65	27	2	0	6
The school works closely with parents.	68	24	5	0	3
The school is well led and managed.	78	19	0	0	3
The school is helping my child become mature and responsible.	74	21	0	0	5
The school provides an interesting range of activities outside lessons.	59	19	3	0	19

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, Social and Emotional Development

53. The children's personal, social and emotional development is very good and has been maintained since the last inspection. By the time they leave the nursery school most children are on line to achieve the Early Learning Goals. The priority given to this area of learning and the high quality of staff support is a key feature in the children's successful learning. Children are confident, happy and feel secure in their relationships with all staff and with each other. Teaching is very good in these areas of learning and staff work well together to provide a wide range of interesting activities and they ensure learning is fun. As a result children are secure and confident as they move around the school and follow the school routines.
54. The school's clear commitment to inclusion is demonstrated through the provision for children with special educational needs, those who speak English as an additional language and children from ethnic minorities. Children soon recognise that good behaviour is expected, and they respond very well. All are encouraged to join in the full range of activities and to work and play happily together, and they do. Children show care and concern for others and develop positive attitudes towards other cultures.
55. Enjoyment and confidence as learners are evident as children immerse themselves as characters in the home corner or persevere to complete a complex model with construction bricks. Children show pleasure in new challenges such as controlling the computer mouse and they are proud of their achievements, many of which are recorded in photographs displayed in the school. The children confidently offer their contributions in group discussions encouraged by supportive comments from the staff. Children maintain their interest in activities, for example, as they listen to stories and play an instrument to represent the angels.
56. Children respond in a variety of ways to new experiences. When the teacher used a spotlight to illuminate the sky in the Christmas story children were enthralled as they watched the sparkling light. They show a sense of humour; for example, when a boy selected a dinosaur in response to a request to find a toy to direct the traffic on the road map layout.
57. Relationships within the school community are excellent. Children readily participate in group activities such as model making and show an increasing ability to co-operate to complete a task. They develop warm friendships and seek partners to share an activity or game. For example, a group of children make decisions together on how to lay out the road track. Children learn the skills of co-operation as they are introduced to activities, which encourage sharing and mixing. Very good behaviour is maintained throughout each session when children readily respond to staff and follow the simple school rules.
58. The staff work hard to provide a classroom environment which promotes independence. Children very confidently use all the areas of learning and independently select and return their own resources. Following an activity to decorate a Christmas tree, a child very capably sorted all the different glues to ensure each had the correct cap. Children readily make their own decisions when choosing activities. They are happy to sometimes carry out tasks independently, such as completing puzzles and solving problems such as moving the sand tray a little in order to clear all the sand on the floor. Many children have developed confidence to take messages to other children and adults and respond to instructions.

Communication, language and literacy

59. Attainment on entry to the nursery school in communication, language and literacy is generally well below that expected for children of their age. Children achieve very well and attain average and sometimes above average levels by the time they leave the nursery and are on course to meet the Early Learning Goals by the end of the reception year. This represents very good

progress and achievement. Children whose special educational needs result from difficulties with the development of speech and language benefit from additional adult support. Children whose home language is not English make very good progress because of the very effective support of specialist staff from the local education authority and the training of high quality for the nursery staff.

60. The majority of children listen attentively and respond with relevant comments, questions or actions. Staff encourage conversation very successfully and children make very good progress in developing confidence to make contributions and describe their experiences. Younger children chat to one another, usually in English, as they share in activities, although their talk is often limited. However, they begin to develop greater confidence through guidance from staff. Older children use English to initiate conversations and explain to others what they are doing. A boy chatted as he was rolling the play dough and said that he wanted to make it thinner and make wavy edges with the cutter. Staff make very effective use of sharing storybooks with small groups of children to encourage them to engage in a dialogue and to predict and describe what they see in the pictures. This helps children to follow the sequence in stories. Through a story about 'Mr Wiggle and Mr Waggle', children were invited to use language to reflect their thoughts. They gave their own ideas of how Mr Wiggle might deal with a puncture in his tyre. Staff ensure that new vocabulary is introduced in each activity and they encourage children to use the new words. In a role-play activity, boys dressed as policemen clearly explained why a member of staff was required to come to the scene of the accident.
61. The ability of staff to make stories 'come alive' through excellent storytelling techniques encourages children's enthusiasm for reading. Staff provide a 'reading' environment, in which labels, descriptions and instructions are displayed prominently in order to help children to understand that print has meaning. Children enjoy reading the descriptions they have helped to write underneath their paintings and pictures. Children, including those from ethnic minority backgrounds, benefit from access to a very good range of books of good quality, including stories from wide range of cultures. Many children choose to select books during self-directed activities and staff are readily available to read with them. Children enjoy sharing books which they have heard in group or class story times. Older children recognise their own names and some familiar words in favourite stories such as 'The Three Bears'. They also recognise the sounds and shapes of some letters and can identify them in books.
62. Children have many opportunities to attempt writing for a variety of purposes in both free choice and focused activities. A popular activity involves writing lists for shopping or to send to Santa Claus. Older children are delighted when they succeed in writing their first name from memory. Good use is made of the two well organised writing areas where learning is promoted through the provision of a range of materials such as felt pens, paper and envelopes. Access to an extensive range of well chosen tools and construction kits helps children to develop appropriate manipulative skills for writing and craft activities. Children are shown how to hold tools correctly and older children make good attempts to begin to form recognisable letters.
63. The teaching of communication, language and literacy is very good. Teaching is guided by a good policy, which clearly shows how the Early Learning Goals will be taught. Achievable learning objectives are identified for each aspect of the programme. Additional support for children whose home language is not English is very good. For example, when the children made sandwiches, they had very good home language support in order for them to join in discussions about what they were doing. Effective observation and monitoring ensures relevant information is used to plan the next stage of learning.

Mathematical development

64. Children progress very well and are on course to achieve or exceed the Early Learning Goals by the time they leave the reception year. Teaching is of very good quality. In addition to very well planned teaching of groups of children, staff make very good use of opportunities throughout the day to develop children's understanding of number, shape and size. As they sing counting songs, listen to stories about bigger and smaller animals, choose clothes for dressing up, share food, play with water and sand or make patterns with the tyres of the bikes they ride, children are reminded of mathematical ideas. The regular reinforcement of mathematical vocabulary is

particularly helpful for children who speak English as an additional language, who make very good progress.

65. In carefully focused sessions, staff work systematically to develop children's counting skills and extend their mathematical vocabulary. Time is also given to allow children to explore mathematical ideas for themselves. For example, in a session on shape, the teacher led the discussion on the shapes of bricks and then got the children to build a construction from blocks. As they did so, she teased out their ideas and helped them to express why some shapes fitted together well or why the building had fallen down. Children with special educational needs make very good progress because staff intervene appropriately to take children's learning forward and extend children's mathematical language. The school's use of storytelling to reinforce mathematical ideas includes a wide range of stories from a range of cultures. This inclusive approach benefits all children, including those from ethnic minority backgrounds.
66. When children choose activities for themselves, mathematical activities are always available. Children have access to a wide range of sorting, matching and ordering experiences, and adults intervene sensitively to lead children's learning forward. Staff encourage children to look for similarities and differences, for example, when they sort tiny models of people. The high quality of sensitive staff intervention is a significant factor which contributes to children's good mathematical progress. In groups, children generate problems which they solve amongst themselves. For example, a child said, 'Let's put that brick on the top.' Another child said, 'No, you can't do that. It won't balance.' As a result of first hand, practical experiences, most children are able to count to ten, order objects by size, name simple shapes and sort objects into a range of categories by the time they leave the nursery.
67. In other areas of learning, children gain mathematical knowledge and understanding in incidental ways. They talk about the 'giant' land snails which are kept in the nursery and know that they are bigger than the ones they see in the garden. Children benefit from using a good range of programs on the computers. They match clothes to a teddy bear and count and order numbers. During outside play, staff reinforce children's understanding of position. Children play in the pergola area and talk about going 'in and out'. They have opportunities to climb 'up' and 'down' and ride the bikes 'in front of' and 'behind' obstacles. They become more aware of lengths of time; for example when a child said, 'It takes a long time to go round. I did it slower that time'.

Knowledge and understanding of the world

68. Children make very good progress in this area of learning because of the varied and exciting provision of activities. Teaching is very good and the staff promote an atmosphere of wonder which captures children's natural curiosity and interest. Children use all five senses to explore the world around them. They become increasingly aware of features of the natural and man-made worlds. Children with special educational needs and those who speak English as an additional language make very good progress because of the relevant and very well prepared activities and the high quality of adult support.
69. By digging, planting and exploring in the school garden, children develop a greater understanding of plant life. Through play with sand, water and a range of textiles and natural objects, they become more aware of the texture and other properties of materials. Children become aware of physical changes. For example, as they played with rotary whisks in the water, a nursery nurse asked what was happening. A child replied, 'There's bubbles because the water goes through the holes fast.' Relevant activities, such as cooking, ensure that children know about healthy eating, how food is prepared and how to use equipment safely.
70. When children play in the home corner, they demonstrate an understanding of how members of families are older or younger. They care for the babies and take on the responsibility of being parents who care for, clothe and feed their children. This theme is reinforced by staff in stories, and children know that animals have babies. As they care for the giant snails, children begin to understand that animals do not all eat the same kind of food. They also know that animals live in many different places, some of them far away. The staff encourage the children to talk about their holidays and what was different in the places they visited. Children from ethnic minorities

and those who speak English as an additional language benefit from sharing their experiences with other children. The staff help them to do this by displaying pictures and photographs which raise children's self-esteem.

71. A wide range of construction kits is available for children to explore how components fit together and how to choose particular pieces to make vehicles, buildings and creative shapes. Children demonstrate their awareness of the man-made world as they do this. They know about roads, traffic, farms and buildings. Children's skills in information technology develop effectively as they practise using the mouse to point the arrow, drag images across the screen and choose colours and tools to draw simple pictures. Although a significant number of children need help with these operations, most know what needs to be done and are aware that they need to give and respond to signals correctly in order to be successful with programs.
72. Children benefit from the school's very good use of the local and wider environment. Visits are made to nearby shops, to the park, to see Santa Claus in Wolverhampton, to the local primary school and other relevant places to extend their knowledge and understanding of the world. Parents are included on the visits and because there is lots of discussion and photographs are taken for later perusal, children's vocabulary develops well.
73. Children's scientific understanding develops well as they use the exciting sensory equipment in the nursery. Moving light and shadows, colour and transparency give children opportunities to become increasingly aware of how light behaves and how they can affect it. They look at images which they can change by superimposing different colours on them. As they wave strings of small fibre optic lights in the air, children watch the effects on the faces of people around them and on the walls and ceiling. The different surfaces on the wall give children opportunities to learn more about textures and how they can be created with raised patterns and a variety of materials. Children's scientific knowledge and understanding develops very well through these fascinating experiences, which are relevant in the modern world of creative information technology.

Physical development

74. Children achieve very well and develop appropriate co-ordination and control as they are involved in a wide range of activities throughout the day. There are many opportunities for robust and adventurous outdoor play, and children benefit from indoor physical education lessons each week. Teaching is very good. Because of the school's aim to encourage children to be independent, they soon begin to fasten the buttons and zips on their own coats. Those who have difficulty, try hard before they ask for help. They become increasingly able to handle drawing, painting and modelling materials. Children's manipulative control of drawing materials, often very weak when they start the nursery, develops very well so that most make recognisable shapes by the time they leave. Children explore light, shape and movement through exciting sensory experiences in a specially organised room. This raises their awareness of what is happening around them.
75. In cooking and making activities, children handle equipment safely. Skills such as cutting develop appropriately and children are given time to explore and practise such skills. Cutting, sticking and drawing activities are always available at times when children can choose what to do. A child sat quietly and tried putting his thumb and fingers in different positions in the scissors before he was satisfied that he had found the most successful grip to achieve success in cutting. An adult was watching to ensure that he succeeded, but he was allowed to experiment and find his own solution.
76. The very well organised outdoor play areas enable children to climb, crawl, jump, run and ride so that they get plenty of exercise. They also extend their creative development as they hide and dodge around the equipment and act out their own adventures. Children use space safely and respond well to staff intervention if there are minor arguments or rules are being broken.
77. Children enjoy outside play because the activities are so varied. Some children play shops, build with large equipment or dig in the garden. Staff are aware of children who need encouragement and support with some physical activities. Children are encouraged to be

independent, but they are also encouraged to feel safe and supported when they need help with new experiences. Staff keep up the momentum when things go wrong; for example, when the wheel came loose on a bike. The nursery nurse immediately got a tool bag and soon had a band of eager helpers (and watchers!) to fix the bolt safely.

78. Children with special educational needs, those who speak English as an additional language and those from ethnic minority backgrounds make very good progress and gain a great deal from the school's provision for physical development. In addition to the enhancement of their physical skills, these children benefit from the fun and friendship generated through playing with other children and making up games and imaginative situations.

Creative development

79. Children make very good progress in all aspects of creative development. Children's attainment matches what is expected by the time they leave the nursery and they are on course to achieve the Early Learning Goals by the end of the reception year. The school provides an excellent range of activities to develop children's sensory skills, including access to stimulating resources such as sparkling materials and lighting effects. Children's artistic skills are promoted through opportunities to work alone or in groups, for example to make large-scale models. Many carefully prepared activities are provided to allow children to explore colour and texture; for example, when they used clay to model dinosaurs and birds with very good results. When they are painting, children are encouraged to observe and pay attention to colours and shapes. As a result, they produce some effective representations. The many examples of children's artwork displayed in the school reflect the wide range of opportunities offered to the children.
80. Children have access to an excellent interactive sensory display which promotes exploration of the sounds of musical instruments, the textures of materials and the smell of flowers such as lavender. In contrast children also use computer art to design pictures. Children enthusiastically participate in activities involving music. They have a good repertoire of known songs and can use hand actions when appropriate. They play percussion instruments, such as bells and shakers, to accompany their singing and they modify sounds to fit the tempo of the song.
81. Children enjoy imaginative role-play. They become totally engrossed in their roles and delight in dressing as a character such as Little Bo Peep. The staff value role-play activities and are frequent active participants. This involvement results in play of a high quality. For example, when a child was asked to lay the table, he explained that he would not use chopsticks because he was going to eat an egg and it will fall off. Staff ensure that children's work is valued highly and great emphasis is placed on encouraging children to explore materials and techniques and to use their imagination. This was demonstrated, for example, when children imaginatively dramatised a story using well organised dressing up clothes. Children readily improvise resources. When a till was needed for the outdoor shop, a plastic lid from a bucket was considered suitable. Extensive resources, which are regularly changed, ensure children are challenged to communicate their experiences. These include dressing up clothes and kitchen utensils from other cultures.
82. Most children, including those with special educational needs and those whose home language is not English, are well provided for in this area of learning. The wide range of cultures and ethnic backgrounds is celebrated so that features such as hand painting and mask-making are promoted. Staff plan activities to ensure all groups of children are included and additional support is always available to help children if needed. Teaching is very good and results in the successful development of the children's creative learning.