

## INSPECTION REPORT

### **Maidenhead Nursery school**

Maidenhead, Berkshire.

LEA area: Royal Borough of Windsor and Maidenhead

Unique reference number: 109756

Headteacher: Ms M Brett

Lead inspector: Mr M Massey

Dates of inspection: 19-21 January 2004

Inspection number: 256817

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:	Maintained
Age range of pupils:	3–5 years
Gender of pupils:	Mixed
Number on roll:	71
School address:	School Lane Maidenhead Berkshire
Postcode:	SL6 7PG
Telephone number:	01628 623551
Fax number:	01628 623551
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs K Findlay
Date of previous inspection:	November 1998

## CHARACTERISTICS OF THE SCHOOL

Maidenhead Nursery School has 71 children on roll, the vast majority of them attending part-time. The school received an Achievement Award in 2003 as well as awards for its environmental work. The school provides a wide range of community provision. Children mainly come from the local area, where the housing is a mixture of privately owned and council accommodation. Around 40 per cent of children are from minority ethnic groups, mainly of Pakistani heritage. There are a few children from mixed Asian, Indian and African backgrounds. About 14 per cent of children are at an early stage of communicating in English. There are 22 per cent of the children on the school register of special educational needs, but no children with statements of specific educational needs. The main category of need is speech and communication, with a small proportion of pupils having specific physical needs. Most children stay in the school for at least one year before moving to the next stage of education. There is a wide range of attainment on entry. Overall attainment is average but a significant proportion of children start school with below average attainment in English.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23785	Mr. M. Massey	Lead inspector	Personal, social and emotional development Mathematical development Knowledge and understanding of the world Special educational needs
19646	Mr. N. Shinmar	Lay inspector	
10270	Ms. S. Teacher	Team inspector	Communication, language and literacy Physical development Creative development English as an additional language

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Maidenhead Nursery School is a good school.** It gives good value for money. The headteacher and staff have created a school where high standards are being maintained and children are achieving well.

The school's main strengths and weaknesses:

- The headteacher provides strong and clear leadership.
- Teaching is good and staff know individual children well.
- Children behave very well and have a very good attitude to learning.
- The curriculum is stimulating and innovative and successfully promotes high standards.
- Children are very well looked after and supported.
- Short-term planning and some assessment do not always indicate clearly enough where children need to go next.

The school has improved well since the last inspection, in particular in the children's personal, social and emotional development, knowledge and understanding of the world and curriculum provision. The school has effectively addressed the main areas for improvement identified in the last inspection.

### STANDARDS ACHIEVED

**Children achieve well throughout the school.** Children's attainment on entry to the school is around average, although some children from minority ethnic groups enter with below average English language skills. In communication, language and literacy, mathematical development, creative development and physical development children are on course to reach the goals expected by the end of the Reception year. In personal, social and emotional development and knowledge and understanding of the world, children are already working at the expected level for children by the time they are six. Children with English as an additional language and those from ethnic minority backgrounds receive very good support and achieve well. Children with special educational needs receive good individual support and make good progress. Higher-attaining children are given good opportunities to develop their own learning.

**Children's personal development and their spiritual, moral, social and cultural development are very good.** Children form good relationships with one another and they are developing good independence and decision making skills. They have very good attitudes to learning and enjoy taking part in activities. They understand the difference between right and wrong and behave very well. Attendance is judged to be satisfactory, although some families take extended holidays during term time.

### QUALITY OF EDUCATION

**The quality of education provided by the school is good. Teaching is good overall.** During the inspection the only qualified teacher was the headteacher. The vast majority of the teaching was carried out by Nursery nurses and one unqualified teacher. The good quality of the teaching is a tribute to the leadership of the headteacher and the commitment of staff, who accept responsibility willingly. All staff have a shared understanding of the core values of the school. The approach to teaching is, therefore, consistent and successfully promotes good achievement in children. A key feature of teaching is the excellent encouragement that staff give to children in their work. This results in children who are motivated and eager to learn. The very good use of resources and the efforts made by staff to include all children in activities are also significant aids to learning. The bilingual teaching is an important factor in ensuring that children with English as an additional language make good progress. Teachers' short-term planning could take more account of the national goals for children of this age.

The very good curriculum provided by the school successfully promotes children's learning. In particular, the focus on developing children's personal, social and emotional development promotes achievement in other areas. This is because children become confident and independent learners, who are not afraid to make decisions. Consequently, in areas such as mathematics and knowledge and understanding of the world children are prepared to explore equipment and activities to the full, asking questions and making suggestions when they feel the need. Children are very confident in the adults around them and they receive very good guidance and support from them. The work done with parents on improving their computer knowledge is successfully giving them the skills to help their children at home.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management by the headteacher are very good.** The headteacher has established a very clear vision for the school. She has ensured that staff understand and share this vision and this has resulted in a cohesive school that is open to change and innovation. The headteacher gives very good support to staff who want to undergo further training. The increased staff knowledge gained through training positively benefits children and makes a good contribution to standards in the school. Although assessment is good overall, the results of a small proportion of children are not yet included in the formal tracking document compiled by the school. Recent initiatives are aimed at addressing this. The governing body supports the school effectively. The governors have a good understanding of how the school works and the values that it represents. They are very supportive of the school approach. They do not set the strategic direction for the school but monitor the work of the headteacher appropriately. The school has prepared well for managing its own finances in the next year.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents' meeting and the results of the parental questionnaire showed that parents are very satisfied with the school. Some parents were concerned about homework but the inspection team felt that sufficient was given for children of this age. Parents were particularly pleased with behaviour in the school, the information that they received about their child, the leadership of the school and the relationships with parents and children. Children are also positive about the school. All the children who completed the questionnaire said that there was an adult whom they could go to if they were worried. This gives them a sense of security and confidence that helps them in their learning. Some children expressed concerns about behaviour but the team did not share these views.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Appoint a permanent teacher.
- Improve short-term planning to take more account of the progression to the national goals.
- Ensure that all children are included in the formal assessment system.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement throughout the school is good. Children are on course to meet the recommended goals for young children in all the areas of learning.

#### **Main strengths and weaknesses**

- Children achieve very well in personal and social education and knowledge and understanding of the world.
- In communication, language and literacy, mathematical development, physical development and creative development children achieve well.
- Children with English as an additional language are very well supported and they make good progress.

#### **Commentary**

1. Very good teaching and clear expectations lead to high achievement in personal and social education. Older children are already meeting the recommended goals for children ready to start Year 1. The emphasis in the school is on developing children's independence and decision making skills. This approach has succeeded. Children move around the school sensibly and make choices confidently. They establish good relationships with other children and adults. The basis laid in this area of learning helps children to learn in other areas because it raises their confidence and self-esteem.
2. The wide ranging and stimulating curriculum is an important factor in the high levels of achievement in children's knowledge and understanding of the world. Older children are already working at the expected level for children moving into Year 1. Staff are very flexible in their approach to individual children and will amend their planning to follow children's interests and provide support and challenge for children of different abilities. Because of this higher-attaining children are encouraged to stretch themselves, for example when using computer technology. Children with special educational needs are given good individual support to enable them to access fully all areas of the curriculum.
3. In communication, language and literacy children are on course to meet the recommended goals. The wide variety of activities on offer encourages children to listen and speak well. There is good support from staff to encourage this, for example in the role play activities and during story time. Children handle books properly and know that print carries meaning, although their knowledge of sounds is limited. Higher-attaining children are beginning to write recognisable letters and some simple words.
4. Mathematical development is encouraged through a variety of activities and children are on course to meet the recommended goals in this area. Children have good number skills; this is because staff encourage them to count and match numbers with objects in a wide range of activities such as block play and when using jig saws. Children enjoy mathematics and this makes them eager learners, providing a good platform for future mathematical development.
5. The "leavers" group work is made up of children in their last term at the Nursery. These children work on focused activities in mathematics and communication, language and literacy. This approach prepares them well for the next stage of learning.



6. In both physical and creative development the wide range of stimulating activities is a key factor in children's good achievement. The outdoor play area is very well organised and has a wide range of fixed and mobile equipment. Children enjoy outdoor play and this is laying good foundations for their future physical development. Knowledgeable and enthusiastic staff make creative development exciting and interesting for children. The encouragement for children to explore their own ideas encourages them to be thoughtful and come up with their own solutions. This emphasis reflects the headteacher's approach to education and has been adopted enthusiastically by staff, to the benefit of the children.
7. The school has worked hard and successfully to promote the learning of children with English as an additional language and those from ethnic minority groups. The employment of bilingual staff has been very effective, enabling explanations to be given to many children in their home language. These staff also provide very good role models for the children. The dual language story time and the awareness of children's individual needs make a strong contribution to children's development. The school's own assessment shows that children from ethnic minority backgrounds make good progress and this is confirmed by evidence seen during the inspection.

### **Pupils' attitudes, values and other personal qualities**

Children enjoy school and are becoming increasingly confident and independent. Most children behave very well and respond very positively to the welcoming environment, where children from different communities work and play together very harmoniously. Their personal development is very good. Children's spiritual, moral, social and cultural development is very good. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Most children enjoy coming to school and have very positive attitudes to learning.
- There is an atmosphere of very good racial harmony and respect for a range of values and beliefs.
- Most children make very good relationships with each other and the staff.
- Behaviour is very good overall.

### **Commentary**

8. Children's attitudes to their learning are very good. They are usually interested in the wide range of stimulating activities. Staff encourage children to show independence and take responsibility through tasks such as helping to clear away resources or choosing when to have their snacks. The children who stay for lunch show good social skills. Most children, including the youngest and those with special educational needs, show very good perseverance and concentration. There has been good improvement since the previous inspection.
9. Children are encouraged to be independent and most choose activities in which they concentrate and persevere well. Children's behaviour is very good overall. Staff relate well to children and promote very good relationships between the children.
10. The school promotes children's spiritual, moral, social and cultural development very well. The school's aim to be inclusive is evident in the value given to each child. There is respect for different ways of life and enjoyment of other people's celebrations. A clear moral code emphasises the right things to do and what should not be done. Most children show kindness and consideration for their classmates and share equipment fairly. Those who need help and encouragement with their personal development are encouraged and supported very well by staff. Children with special educational needs benefit from the school's caring and thoughtful approach. Children are on course to achieve the national goals in personal, social and emotional development.

11. Staff promote children's confidence and self-esteem through their appreciation of children's efforts. They celebrate achievements through good use of praise and encouragement. Staff include all children in every aspect of school life. They take account of children's cultural backgrounds in providing activities, and use their knowledge of children's home languages very effectively to ease the transition between home and school. When children behave inappropriately, staff speak to them quietly to help them distinguish between right and wrong behaviour and set them on the right path. In discussions older children say that they like school and enjoy playing with their friends.
12. The school has good procedures for following up attendance issues. Overall, attendance is satisfactory. A number of children take extended leave during their time at the Nursery and this depresses the attendance figures. No children were excluded from the school in the last academic year.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	10.7	School data	0.3

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Overall teaching is good. The quality of the curriculum, the use of accommodation and resources and the care and welfare of children are very good. The school has good links with parents and the wider community.

### Teaching and learning

Teaching and learning are good.

### Main strengths and weaknesses

- The work of teaching assistants and Nursery nurses is excellent.
- Staff give excellent encouragement to children and children enjoy their learning and make good progress.
- Resources are used very well.
- Staff work hard and successfully to include all children in the activities.
- Children are very good at working independently.
- Assessment is used well to support individual children but better use could be made of the national goals in planning.

### Commentary

13. During the inspection the majority of the teaching was carried out directly by Nursery nurses and one temporary unqualified teacher. This is because the school is in the process of recruiting a teacher following the recent resignation of a permanent member of staff. The Nursery nurses and unqualified teacher, under the direction of the headteacher, are doing an excellent job in maintaining the high quality of education at the school. All staff take part in the daily planning and review sessions that set the pattern for the next day. The headteacher also takes part in these discussions but she encourages staff to make their own decisions. A very good team of committed professionals has been established and this is benefitting the children's learning directly. The headteacher encourages staff to attend further training.

Consequently, staff have a good understanding of how children learn and they know how the headteacher wants the Nursery to be run. As a result, decisions are consistent, a very good learning ethos is maintained and children benefit.

14. An excellent feature of the Nursery is the encouragement that staff give to children. Discussions with children and suggestions for development are positive. Staff build on the child's own interests and enthusiasms and are very willing to change activities if this will improve children's learning. This means that children enjoy their learning and they are very motivated to take part in activities. As a result, they experience a wide range of activities and make good progress in their learning. Children quickly learn to enjoy school and become positive about education.
15. The school has a wide range of resources, which are used very well to promote learning. Large equipment outside provides a stimulating environment for children's creative and physical development. Other resources, such as cutting, gluing and painting materials, are made readily available to children and equipment like building blocks are always on offer. Quieter activities such as reading are well supported and the use of computers stimulates and challenges the children. Teachers encourage children to make full use of the resources available and there are no areas that are out of bounds.
16. The school ethos is to focus on the learning of the individual. Staff are very knowledgeable about children's individual needs and make every effort to ensure that these needs are met. Children with special educational needs are well supported on an individual level and they take a full part in activities. The dual language story time effectively promotes learning for children with English as an additional language and the celebration of different festivals is one of the ways that all ethnic groups are made to feel valued. Higher-attaining pupils are encouraged to pursue their interests to a level that they feel comfortable with. Children of all ages and from all backgrounds mix and mingle freely during the course of the day.
17. Staff give children clear guidance on how they should behave and children know that they have to respect the work of others. Naturally, with children of this age that does not always happen. In these cases staff are firm and caring in giving children guidance. As a result, children get on well together. They share equipment and resources happily and are learning how to take turns. Because staff give them the freedom to choose, children are very independent and quickly learn how to make appropriate choices.
18. Assessment is used well to respond to children's individual needs, for example in the planning and review sessions at the end of the day. All staff take part in these sessions where the needs of individual children are highlighted, priorities for the following day are discussed and planning is amended accordingly. This is a very good system. However, when staff carry out short-term planning, not enough attention is given to using the national goals for children of this age.

**Summary of teaching observed during the inspection in 14 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	6	4	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

**The curriculum**

Curricular provision is very good. Curricular provision in personal, social and emotional development is of high quality. There are maximum opportunities for language development and the curriculum is relevant to all children.

## Main strengths and weaknesses

- There is very good provision for personal, social and emotional development and knowledge and understanding of the world.
- Equality of access and opportunity is available for all children.
- The staff successfully match the curriculum to the needs of individual children.
- There is some very good innovation in the curriculum including the outdoor areas.
- Refinement of lesson planning according to the levels within the Foundation Stage Guidance could benefit the children's learning.

### Commentary

19. Curricular provision has improved well since the last inspection. All children benefit equally from a very good curriculum that provides a range of varied, interesting, imaginative and often exciting activities. Good curricular planning guides teaching and learning successfully and ensures children's good overall achievement. Activities are based clearly on the six areas of learning in the Foundation Stage and a significant and successful emphasis is placed on personal, social and emotional development and on language development. More specific planning related to the differing levels within the areas of learning could enhance the learning even further. Resources are very good and made readily available to children throughout the day. The use of resources is a significant factor in successfully engaging children's interest and encouraging their involvement in activities. The accommodation is very good, overall, although office accommodation is poor. Very good use is made of the accommodation to support children's learning.
20. In order to improve and enrich curricular provision, staff have studied an Italian approach, from Reggio Emilia, to provide a curriculum that meets the needs of individual children, identified through close observation of their interests. This means that children with English as an additional language and those with special educational needs receive good support and achieve well. The system emphasises the organisation of the classroom environment to promote choice for the children so that they make decisions and develop independence. This helps to prepare them very well for the next stage of their education in primary school.
21. The curriculum for personal, social and emotional education is very good. It is a priority for the school. The acquisition and development of English is another priority, particularly for the bilingual children, where English is not their home language. The very effective contribution of multilingual staff adds considerably to the children's learning.
22. Curricular provision for knowledge and understanding of the world is very good, with the excitement of the animals, the interactive whiteboard and the stimulating outdoor environment. The curriculum is enriched with a variety of visits and visitors, and it reflects the value the school has for the different cultures represented in the community. Children visit local places of interest and the school celebrates religious festivals from the Christian, Muslim and Hindu faiths. Dual language books, photographs, jig saws, dressing up clothes and displays are provided to allow children to discuss aspects of life in other communities. A white British child proudly views her reflection with a Bindi stuck on her forehead.
23. The school has improved its provision for ICT significantly since the last inspection and children have regular and very well supported access to different programs. This very good provision has enabled the children to reach above average standards in this area of learning.
24. The curriculum for creative and physical development is also very good. Children are given plenty of opportunities for outdoor exercise in all weathers. They express their feelings through role play, create pictures and models and participate in musical activities. Their achievement in art is raised through the expertise of a specialist consultant, who worked in the school during the inspection.

## Care, guidance and support

Children are very well cared for and supported. The systems for involving children in their own learning are good.

### Main strengths and weaknesses

- The school provides a safe and secure learning environment.
- There are excellent relationships between children and adults.
- Children receive very good support and guidance.

#### Commentary

25. The school's procedures to ensure pupils' care, welfare, health and safety are very good.
26. Child protection procedures are firmly established and the headteacher is the named officer for child protection and health and safety. There are very good arrangements for administering first aid and there is provision for medication for pupils, which is kept in a secure area. Routines are well established and as a result children quickly settle in and become confident in their work.
27. The excellent relationships between children and adults are a strong factor in the good progress that children make. Children are happy to approach adults with difficulties and suggestions. Adults are very responsive to children's ideas and staff make great efforts to encourage children to follow their own interests. Children often make suggestions, for example about developing the work on the pirate theme, which are acted upon by staff. The induction programme for new children is good, with some children from last year helping to prepare a booklet for new children. The crèche arrangements for parents attending courses in the school enable young children to get to know the school well. In the pupils' questionnaire every child indicated that there was an adult whom they could turn to in case of problems. Children with special educational needs and those with English as an additional language are identified early and their progress through the school is carefully monitored. These children achieve well.

## Partnership with parents, other schools and the community

Links with parents, schools and the wider community are good.

### Main strengths and weaknesses

- Parents are made to feel welcome in the school and the school works hard to support them.
- There are good links with the local community.
- Information to parents is good but there is no end of year report.

#### Commentary

28. The school has a very open approach to parents, who are made to feel welcome in the school. Many parents spend some time with their children in the school at the beginning of the day and some new children have their parents with them throughout the session. Staff are very supportive of parents and talk to them openly. Initiatives, like the computer club for parents, are beneficial. Parents report that they enjoy the activity and it helps them to support their own children's learning at home. The fact that the school provides a creche to support parents with young children enables some parents to attend the club who would otherwise have difficulties. Staff, including the headteacher, talk to parents on a daily basis about their children and are always available to talk to parents at the beginning and end of the day.

29. The school has established good links with the community through initiatives such as visits into the local area and working with local allotment holders. The termly open days for the community encourage a variety of people to come into the school. This is particularly useful for parents of very young children as they get a chance to familiarise themselves with the school before enrolling. The school has established good links with other local schools and has an effective system for passing information on. The school is recognised as having good early years practice and disseminates information to other local schools.
30. Parents receive good information through newsletters and the noticeboard that is at the entrance to the school. Comprehensive records of achievement are kept for each child, along with a national record of attainment. Both these documents are made available to parents. A copy of the national record is sent home to parents but has to be returned, although a copy will be provided, on request. Although parents have good access to information about how well their child is doing, there is no formal report issued at the end of the child's time in the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. The headteacher provides very good leadership and management. The governance of the school is satisfactory.

### **Main strengths and weaknesses**

- Governors understand and support the school well.
- The headteacher has a very clear vision for the school.
- There is a very effective staff team.
- There is very good support for staff development, which results in improved provision for children.
- There is good assessment for the majority of children, although recent initiatives need to be continued to ensure that the progress of all children is monitored.

### **Commentary**

31. The governors have a good understanding of the strengths and weaknesses of the school. They know that the school supports individual children well and that parents and children are happy to be involved with Maidenhead Nursery. Through regular contact with the school the governors know how the school works and have a real appreciation of the philosophy and ethos promoted by the headteacher. They are consulted about the school development plan and make suggestions for improvement where they feel that this is necessary. They know the priorities for the school and through visits confirm that the school is running smoothly. Performance management systems are firmly established and work effectively. The chair of governors and the headteacher have a very good professional relationship, which effectively supports school development.
32. The headteacher has a very clear idea of how she wants the school to develop. She is committed to good early years practice and has had a considerable impact on the direction of the school since her appointment. The development of each individual child is at the centre of her philosophy, supported by an exciting and challenging curriculum. These initiatives are very well supported by parents, staff and governors. She has created a very effective staff team who understand what is required and work successfully to realise the headteacher's vision. Staff are encouraged to make their own decisions and take responsibility for their own work. They respond very well. This results in a dynamic and exciting learning environment where staff are not afraid of change.
33. A strong feature of the management of the school is the staff development that is encouraged by the headteacher. In her time at the school two staff have started to study for a degree in Early Childhood Studies and another staff member has trained to be a Nursery nurse. This has had a direct and positive impact on standards through increased staff understanding of how children learn and an ability to take increased responsibility. In the absence of a qualified

teacher, staff are continuing to provide good quality education for the children. This staff development is part of an effective self-evaluation system that successfully identifies areas for improvement and acts on the information. The appointment of bilingual staff has had a positive effect on standards through an increased ability to communicate with both children and their parents. Children with special educational needs are effectively supported by all staff under the guidance of a Nursery nurse.

34. The school has a wide range of assessment procedures. National records of progress are completed for all children by the time they leave the school. These show clearly how well children have done. The school has recently started to use national guidance to assess children on entry to the school in order to be able to monitor systematically their progress from the start. As this is a new initiative a small proportion of children have not been assessed. This has been addressed by the school through an end of term assessment. Provided that the school continues with its new assessment on entry approach there will be good evidence on the progress of all children. There is very early identification of children with special educational needs and effective support is put in place. The school is very clear about monitoring the achievement of different ethnic groups and children with English as an additional language. School records and inspection evidence show that these children make good progress and access activities at similar levels to other children.
35. The school does not yet have a devolved budget. It has, however, been working closely with the local authority in budget management for at least four years. Both the governors and the headteacher have a good understanding of budget procedures and are confident in their ability to manage the budget when it is devolved this year. The school bursar has good systems in place for monitoring the budget and she provides the headteacher and governors with accurate information in order that they may track expenditure. The school has prepared well for managing its own finances and provides good value for money.



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

36. At present the headteacher is the only qualified teacher in the school. She is responsible for the leadership and management of all the areas of learning. She provides clear and strong leadership. This has resulted in a vibrant and exciting school where children are encouraged to make full use of the very good resources provided. Other staff are fully prepared to accept responsibility for the day-to-day activities and contribute effectively to the management of the school through their daily review sessions. Leadership of information and communication technology and the organisation of the dual language story time by Nursery nurses is also very good.
37. Judgements about standards are made according to national goals, which have four levels, level four being the highest. It is expected that the vast majority of children will achieve level four in all the areas of learning by the time they are six years old.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

**Provision in personal, social and emotional development is very good.**

#### **Main strengths and weaknesses**

- Children are confident and respond well to the activities available.
- Relationships between adults and children are very good.
- Children behave well.
- It is difficult for children to find a quiet area.

#### **Commentary**

38. Children achieve very well in this area of learning. There has been good improvement since the last inspection.
39. When children enter the Nursery they are happy to separate from their parents and register themselves as present. Routines are well established and children quickly choose an activity that engages their interest. Because they are interested they settle down quickly. More boisterous children are managed effectively by staff who have a quiet word with them, reminding them of how to behave and guiding them to suitable activities, if necessary. Staff provide more directly supervised activities for children who would prefer to work with an adult. This gives shyer children security and allows them to settle down quietly before moving on to other activities. Although there is no designated quiet area, the book corner is used well by staff to provide a place for shared reading, talking and reflection.
40. Children are very confident and independent. Staff encourage them to make their own choices and support them very well in the chosen activities. The teaching is very good, with staff prepared to modify planning according to the interests of children. A good example of this during the inspection week was the development of the pirate theme, where children were excited and motivated about their learning, making suggestions and developing ideas themselves. Children are happy to approach adults with their suggestions knowing that they will get a positive response. Mutual respect between adults and children was evident throughout the inspection. Children from all ethnic backgrounds and of all abilities take a full part in the activities provided.
41. Children behave very well. They are happy to take turns when playing games and using equipment. Staff very rarely have to intervene. Children know that the work of others is important and that it is wrong to interfere with other children's work. It was particularly

impressive to see a tall and insecure tower made of blocks remain standing for a considerable length of time. The very good behaviour is due to very good teaching. Staff have high expectations of children's behaviour and intervene quietly but determinedly when children do misbehave, insisting that they take part in putting right the wrong. The wide range and high quality of the resources make a good contribution to children's learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**. Language for thinking and speaking is a major part of the school's work.

- Children achieve well.
- Teaching and bilingual support are of good quality.
- Language and literacy are promoted well throughout the school day.
- Children are well set to achieve the Early Learning Goals by the end of the Foundation Stage.

### **Commentary**

42. Children make good progress and are on course to reach the recommended goals for young children by the time they start the National Curriculum in primary school. The school has done well to maintain standards since the last inspection. The school's commitment to the inclusion of all children, which is given a suitably high priority in all aspects of Nursery life, is very well demonstrated in this area of learning. Leaver children receive additional support, as do those children for whom English is an additional language and children with special needs. This focused support enables all the children to achieve well. Other languages spoken are Punjabi and Urdu, and children chat happily with bilingual staff in these languages. Children's home languages are valued and where appropriate, are used to ensure that the children understand what is being said and done, and are able to express their wishes and ideas.
43. Stories are read in different languages and with very good use of props the children act out the differing roles. The quality of teaching and learning is good overall. The main strengths are the way in which the staff act as a team coupled with their very good knowledge of the children, so that they carefully deal with each child as an individual.
44. Children are encouraged to be attentive listeners. After only a few weeks in school, most three-year-olds follow instructions effectively. Staff quietly repeat the instructions in home languages for children who do not quite understand. Most children concentrate and listen well during story times. As staff read from large texts, children follow the illustrations and listen for the repetitive parts of stories. Higher-attaining and older children look ahead and are excited and ready to contribute. During discussions, children watch and listen to their classmates and show increasing confidence in explaining what they mean. Very good staff support and encouragement are significant features during discussions, when some children lack confidence speaking English.
45. Role play is used very effectively to extend and enhance children's learning of English. In the home corner and the loft, children become pirates seeking for treasure. Children become highly involved in the activities and the bilingual and support staff engage with them and encourage imaginative play that extends conversation; for example, they make up a story about good and bad pirates. The quality and range of children's vocabulary increase during such practical activities and good adult input helps to guide and focus their learning. Staff observe the children carefully and keep records if a significant milestone has been reached. Digital photography helps staff to produce quick and interesting pictures that help the children to recall what they have done, and to extend their speaking and listening.

46. The book area is comfortable so that children settle there to browse. Most children handle books carefully. They know that print carries meaning and tell stories by following the pictures. Children recognise their names, but their phonological awareness is limited. Books can be taken home and shared with parents. Staff give pointers to parents about the way they can help their children to get the most out of story reading.
47. All children make marks with a variety of pencils, pens, crayons, painting brushes and on the touch screen. Higher-attaining children begin to make recognisable letters and can write their names and a few simple words. Computer programs are well used to support this area of learning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children have a good understanding of numbers and shapes.
- Learning is supported well through a wide range of activities.
- Children enjoy mathematics.
- Older children are well prepared for the next stage of their education but some resources are not used effectively.

### **Commentary**

48. Teaching is good and children achieve well. There has been good improvement since the last inspection. Many children are working in the third level of the national goals, with the majority of older and higher-attaining children working in the fourth level. A very good feature of the teaching is the encouragement of higher-attaining younger children to work with older children at a level that offers them challenge and stimulation. Because of the range of activities and support and challenge presented, children have a real enjoyment of the subject. They often choose mathematical activities themselves and they are very proud of their counting skills.
49. Staff provide a wide range of activities to support children's mathematical development. Specific mathematical activities such as number jig saws and 3 dimensional shape investigations are available to children in the maths corner. Some good adult support enabled children to make very good progress investigating pattern and shape in this area. Block play is always available to children and is a popular activity. In this activity children often count the number of blocks in a tower and some children name shapes such as circles and squares. Children are happy to talk about their work and they can say which structures are taller or shorter, although some children with English as an additional language have difficulties with this. Information and communication technology is used very effectively to support learning in mathematics, and teaching in this area is good. Programs are used to extend and reinforce children's learning and some higher-attaining children are successfully challenged by the programs that are used. Staff are very aware of the need to promote mathematical language, naming shapes like cylinders and getting children to repeat the word. Children with special educational needs are supported individually. Staff review sessions at the end of the day often identify children who need support the next day and this is recorded and followed up. This is very good practice.
50. Older children, in their last term at the school, have specific lessons at the end of the morning. These are more formal teaching activities, which are a good preparation for the next stage of education. In these sessions children are working at the fourth level of the national goals. There is direct teaching of more complex mathematical concepts and vocabulary, such as estimation. Many children count accurately up to 10 with some counting beyond this. They are beginning to understand 'more than' and 'less than' and are happy to estimate numbers

up to 15. The vast majority of children recognise numbers up to 10 and higher-attaining children count up to 30. Number lines and number squares are not always used to help children understand concepts like place value.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- There is a very wide range of exciting and challenging activities for children.
- Teaching is very good.
- Information and communication technology is used very well.
- Children are allowed to develop their own ideas.

### **Commentary**

51. Children achieve very well. There has been a good improvement since the last inspection. Teaching and learning are very good. Older children are already working in the fourth level of the national goals.
52. Children develop their senses and understanding of the world through a wide range of activities. They explore the uses and effects of mirrors looking at the reflections of various objects, and themselves, in the large mirrored equipment. The effects of light on tissue paper patterns are explored in creative work. Children enjoy drawing maps of trails in the school and they are happy to explain the objects on the map and the route that they are going to follow. Animals, such as guinea pigs, rabbits and hamsters, are observed and carefully handled. The allotment is used to grow various plants and children have enjoyed digging, planting, harvesting and eating the things that they have grown. They explore the use of various percussion instruments and listen to recorded music.
53. There is a wide range of resources available in the technology corner to develop children's designing and making skills. These are freely available to children who make their own choices of materials and tools to construct and decorate objects of their own choosing. The materials are used carefully, with children cutting and sticking accurately. Children's independence and decision making skills are developed well.
54. A good range of information and communication technology equipment is readily available to children. Computers are in regular use and promote children's skills in mathematics, music and language effectively. The interactive whiteboard is very popular and the Nursery nurse provides high quality support in this area. Digital cameras are used frequently by children to record their learning. This is an exciting and stimulating area of the curriculum and children achieve very well.
55. Very good teaching is reflected in the care that staff take to ensure that activities are stimulating and rewarding. Staff are skilful in using children's own ideas to encourage learning, for example through map making related to the pirate theme developed by the children. Because children are allowed to follow their own interests they are very well motivated to learn. The time and trouble that staff take to modify their daily planning to respond to individual children's needs are exemplary.

## PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

### Main strengths and weaknesses

- Children achieve well.
- Activities are well organised, including the use of the outside area.
- Teaching is good.
- Activities promote a healthy lifestyle and children enjoy them.

### Commentary

56. Children achieve well and develop appropriate co-ordination and control as they are involved in a wide range of activities throughout the day. There is a good range of opportunities for robust and adventurous outdoor play. Provision has improved since the last inspection.
57. Teaching and learning are good. The well-organised outdoor play area has very good resources, which are used in all weathers. Children can climb, swing, jump, run and ride so that they get plenty of exercise. Children use the space around them safely and enjoy outside play. In addition to the enhancement of their physical skills, children benefit from the fun and friendship generated through playing with other children and making up games and imaginative situations. Some children play in the pirate ship, practise their hockey skills or dig in the sand. Sometimes they help with the garden and feel very proud eating the fruits of their labours, for example potatoes grown in the allotment. Children with special educational needs are well supported and staff are aware of those who need extra encouragement or help. Children are encouraged to be independent, but when necessary are helped with new experiences. Equal opportunities are promoted well as children take turns and join in all activities.
58. Children become increasingly able to handle drawing, painting and modelling materials. Children's manipulative control of drawing materials, sometimes underdeveloped when they start in the Nursery, develops well so that most make recognisable shapes by the time they leave. Hand-eye co-ordination improves with mouse control when working at the computer. Cutting, sticking and drawing activities are always available for children to explore materials and see how things fix together. Children showed very good fine motor co-ordination when stringing beads onto a fine piece of wire. They use their imaginations to make a variety of models including structures based on the theme of weather. The very good range of resources and tools available enabled the children to display their creations proudly. These were then hung in the garden.

## CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

### Main strengths and weaknesses

- Children achieve well.
- There is a good range of activities.
- Teaching is good and staff are enthusiastic.
- Children enjoy creative play.
- Children's language skills are used well in this area of learning.

## Commentary

59. Children achieve well and their attainment is in line with expectations for their age. They are on course to reach the expected goals by the end of Reception class. Teaching and learning are good and the organisation of role play activities a strength.
60. Staff provide a good range of activities to develop children's drawing, painting and model-making skills. Children's artistic skills are promoted with the support of a specialist art consultant, who, during the week of the inspection, worked with the children to produce mono-prints and structures based on a weather theme.
61. Information and communication technology is used well as children explore a drawing package to create pictures on the computer. Children with special educational needs gain great benefit from these artistic experiences when they can express their ideas without using language. Weak manipulative skills hamper the progress of some younger children, but all the children enjoy artistic activities and are encouraged to use their imaginations and extend their creativity. Standards have been maintained since the last inspection.
62. Children have access to a range of percussion instruments and they are learning to recognise the instruments by the sounds they make. They sing Nursery rhymes and songs.
63. Children enjoy imaginative role play and the staff are active participants. This involvement results in play of good quality. Staff organise a good range of experiences including shopping and looking after the animals. Dressing up clothes and kitchen utensils from a variety of cultures are provided in the home corner and the children pretend to be adults running the home. In doing so, they make friendships, extend their language and learn to take on responsibilities. Story telling also provides valuable opportunities for the enrichment of creative development. The Reggio experience, when children are encouraged to explore ideas, extends children's imagination effectively. They consider possibilities rather than being told the outcome of stories. This stimulates their imagination and encourages them to be thoughtful and innovative.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	N/A
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

