

# INSPECTION REPORT

## **HADFIELD NURSERY SCHOOL**

Hadfield, Glossop

LEA area: Derbyshire

Unique reference number: 112469

Acting headteacher: Mrs K Beswick

Lead inspector: L A Furness

Dates of inspection: 29<sup>th</sup> - 30<sup>th</sup> November 2004

Inspection number: 266941

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 - 4
Gender of pupils:	Mixed
Number on roll:	89
School address:	Queen Street Hadfield Glossop Derbyshire
Postcode:	SK13 2DW
Telephone number:	(01457) 852 297
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Wilcox
Date of previous inspection:	13 <sup>th</sup> May 1999

## **CHARACTERISTICS OF THE SCHOOL**

Hadfield Nursery School serves the town of Hadfield and the surrounding villages. Eighty-nine children aged three to four attend the school. There are 43 boys and 46 girls. The children come from a range of backgrounds, ranging from economically advantaged to disadvantaged. All children are of a white European background. Attainment on entry to the nursery mainly matches that expected for their age in academic and personal development. Children are admitted into the school from the start of the term after their third birthday. Although children attend on a part-time basis, 30 lunchtime places are offered each day. The headteacher post has been vacant since April 2002 and the school has had two acting headteachers since this time. The acting headteacher has recently been appointed as the permanent headteacher from January 2005. The school is an ecological aware (ECO) nursery school and it attained a school achievement award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Hadfield Nursery School is a very effective school** that caters very well for all of its children, whatever their background, circumstances or levels of capability. It provides a very good quality of education and as a result of very good teaching, the children achieve well. Very good leadership is provided by the acting headteacher and by other key staff. **The school provides very good value for money.**

**The school's main strengths and weaknesses are:**

- The very good leadership of the acting headteacher has inspired all staff to work together very effectively.
- The quality of teaching is very good and this means that by the time the children leave the Nursery, standards are at least above those expected for their age in all six areas of learning.
- An exciting, stimulating curriculum effectively ensures that all children find learning fun.
- Relationships are excellent and consequently children have very positive attitudes towards school.
- Very good support, care and guidance is offered to all children.
- Parents are welcomed into the school and partnerships with them are very good.
- Not all teachers who are responsible for the different areas of learning have had the opportunity to observe their colleagues and the school recognises that this is an area for development.
- Financial planning is thorough and the governors are now beginning to evaluate spending decisions in terms of best value.

The school has improved very well since the last inspection in 1999. The strengths noted at that time have been maintained or improved upon and very good progress has also been made with the key issues. Outdoor provision is now a major strength and library provision is very good. Children greatly enjoy both the outdoors and the opportunities to read and share books.

### STANDARDS ACHIEVED

**Children achieve well.** As a result of very good teaching throughout the Nursery, the achievement of all children, including those who have special educational needs, is good overall. Children are working at levels well above those expected for their age in personal, social and emotional development and above the levels expected in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. There are particular strengths in children's attainment in personal, social and emotional development, communication and thinking, in shape, space and measures and in the information and communication technology (ICT) aspect of knowledge and understanding of the world where achievement is very good. When they transfer to Reception classes, children are on course to exceed the goals expected for the end of Reception.

**Children's personal qualities, including their spiritual, moral, social and cultural development are very good overall.** The school's commitment to ensuring that all children do as well as they can is very good. This underpins the very good ethos of the school. Excellent relationships result in children thoroughly enjoying school and behaving very well. Attendance is very good and the majority of children arrive on time.

### QUALITY OF EDUCATION

**The quality of education provided by the school is very good and is enhanced by the very good quality of teaching that children receive.** A strength is the staff's knowledge of the needs of this age group. They are very alert to children's needs and take every opportunity to encourage self-confidence and independence. Skilful questioning extends children's understanding and very

effectively promotes further learning. The excellent relationships and very stimulating activities make learning very enjoyable. Very accurate assessment systems mean that all adults have a very clear understanding of what children know and what they have to do next. They use this information very well in their planning. Resources are used very well to promote learning. An exciting curriculum is very carefully planned, with very good opportunities for enrichment. This grabs children's interest, keeps them actively involved and, as a result, they learn very well. Very good use is made of the local area to enrich the Nursery's work and staff continually challenge all children to do their best. Support, care and guidance are very good. Children feel secure, safe and very happy to come to school. Every single child is valued. Very good links have been established with parents, carers, other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good overall.** The leadership of the acting headteacher and key staff is very good. The collaborative leadership style has created a very strong and effective team. The governance of the school is good and all statutory requirements are met. Governors show a clear understanding of the strengths and development areas of the school. The role of the governors in checking the work of the school is developing well as a result of training, following the relatively recent delegation of full powers. This applies also to the monitoring of finances. Here the governors are beginning to consider the impact of their spending decisions on the quality of provision.

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

Parents expressed very positive opinions about the school and are very appreciative of its work. Children are also very happy in school. They enjoy the many very good opportunities and exciting experiences that are provided for them.

## **IMPROVEMENTS NEEDED**

Although, overall, this is a very effective school, the following are development points on which the school is already working:

- continue to develop monitoring and evaluation roles and responsibilities; and
- embed financial management systems and ensure that financial decisions are considered in terms of best value principles.

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

### **STANDARDS ACHIEVED BY CHILDREN**

#### **Standards achieved in areas of learning**

Children achieve well overtime and the majority are on course to exceed the goals that are expected of them by the end of Reception in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. In personal, social and emotional development, children will attain standards that are well above the goals expected.

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

- The needs of all children, including those with special educational needs, are met very well.
- Children achieve very well in personal, social and emotional development, communication and thinking, shape, space and measures and the information and communication (ICT) strand of knowledge and understanding of the world.
- The children's very good attitudes and behaviour support their progress in all areas of learning.

#### **Commentary**

1. A particular feature of the school's success is its high level of commitment to ensuring that all children participate equally well in all activities. As a result, children's needs are identified early and met very well through very good support and exciting opportunities for learning. All children are challenged very well to achieve their best. Initial assessment information indicates that girls' attainment is higher than boys' on entry to the school. In the attempt to redress the balance, the school has worked very hard to provide experiences that will influence boys' learning. These experiences have been successful in raising the attainment of both boys and girls. As a result, some differences still remain.
2. When children start Nursery, the majority of them have skills that mainly match what might be expected for their age. However, as result of very good teaching and very good provision in all the areas of learning, children make good progress and achieve well overtime. This is because all activities are planned to interest and excite the children who are then very well motivated and want to learn. Parents are very pleased with the progress that their children make in school. The very good level of support and encouragement and the emphasis on identifying and addressing special educational needs as early as possible helps the children to make good progress and achieve well. Specific tasks are very well matched to the targets in their individual education plans. Teachers and support staff assist them very well in whole class, group and individual work. As a result, children with special educational needs feel they are valued and encouraged to do their best. More able children are also carefully considered and appropriately challenging activities are provided for them.
3. Children achieve very well in personal, social and emotional development. From the moment children start school, all staff place great importance on developing these skills. As a result, the children quickly become independent learners. Children are confident and they form excellent relationships with each other and with the adults who work with them. They show very good attitudes to learning and this alongside their very good behaviour supports their good achievement across all areas of learning.
4. Children's achievement in communication, language and literacy is good overall. This is because a significant emphasis is placed on developing communication skills across all areas of learning. Every opportunity is taken to engage children in conversation, so developing their language and thinking skills. More able children answer questions in full sentences and their writing skills are developing well. In mathematical development children achieve well. Every



opportunity is used to ensure that children use their developing skills of number, shape, space and measures across all areas of learning. Because of specific focus work in shape, space and measures children are attaining standards above those expected and achievement is very good.

5. Children achieve well in developing their knowledge and understanding of the world. They are very confident in the use of different programs on the computer and enjoy the programmable toy, the 'roamer'. Similarly in physical development, children have regular access to outdoor provision that provides many exciting opportunities for physical development. Such opportunities are linked well to indoor provision, and children develop both fine and large movements very well. Children achieve well in their creative development. They listen to music interestedly and enjoy playing musical instruments. They achieve well in their model making and painting and experiment and mix colours with confidence.

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

Children's personal development including their spiritual, moral, social and cultural development is very good. Children have very positive attitudes to learning and they behave very well. Attendance is very good and children attend school on time.

### **Main strengths and weaknesses**

- All children are included very well in all school activities.
- The relationships between children themselves and with adults are excellent.
- Children's behaviour and attitudes to learning are very good.
- The spiritual, moral, social and cultural development of the children is very good.
- Attendance is very good.

### **Commentary**

6. The school very effectively meets the needs of all children, helping them to develop independence, to make friends with others and to join in all the activities that the school offers. Children with special educational needs are very well involved in all activities, resulting in children who are happy and eager to learn. The vast majority of children rush in eagerly at the start of the session, looking around immediately for their favourite activities, confident that staff will really make them feel at home. The relationships that are formed are excellent. Much of the children's enthusiasm rubs off on their parents and many stay for a few minutes to look at particular areas of the classroom with their children. There is a friendly hubbub that entices the children to settle down with an adult within minutes of arriving. Children are willing and often eager to talk about what they are doing and many are confident to talk to adults and discuss their work.
7. Children's very good personal development is enriched by the values that are embedded in the Nursery by all staff as they consistently expect and set very good examples of conduct and courtesy. All the staff develop the social skills of the children very well by reinforcing the sharing of resources and taking turns. Personal development is very well planned to meet individual needs and is emphasised in each of the areas of learning. Behaviour is very good. All adults cultivate an ethos of mutual respect and care for others. They share a consistent application of clear strategies for helping children to understand right and wrong and to know clear boundaries for behaviour.
8. Spiritual, moral, social and cultural development is very good. Children frequently experience spirituality through well-planned assemblies and activities in which successful learning feeds their growing sense of self-esteem. Occasionally they experience the joy of discovery as reflected in their excitement when they observed small creatures in the wild life area within the school, or when birds came to eat the bird cakes they had made. Children are encouraged to take responsibility and to recognise the consequences of their own and others' actions. For

example, they learn very well how to take turns. Such activities help them to understand right from wrong and improve both their moral and social development. They learn very effectively about their own and other cultures through stories, learning about the locality and by living in a multi-cultural environment and through planned events. The school has good links with a Nursery with children from a range of multi-ethnic backgrounds, and reciprocal visits are arranged that develop a good understanding of the range and diversity of culture in Britain today. The children also celebrate Chinese New Year and Diwali, and have recently experienced Spanish and Italian culture days.

### **Attendance**

Children are very happy to come to school, and attendance is very good. Children are rarely absent from school and they arrive punctually, eager to begin learning. The school monitors attendance carefully and parents are very good at notifying the school of absence. There have been no exclusions.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided is very good. Teaching and learning are very good and the school meets the needs of all children very well. The curriculum is broad, rich and exciting. The school also provides a very good level of care, support and guidance for its children and works very well in partnership with parents and the local community.

### **Teaching and learning**

Teaching and learning are **very good**. Assessment is **very good**.

### **Main strengths and weaknesses**

- Staff plan learning very well making sure that children are interested and stimulated.
- Excellent relationships between staff and pupils have a significant impact on children's learning.
- The teaching of children who have special educational needs is very good.
- The staff's very good use of questioning ensures that children's understanding is assessed very well on an ongoing basis.
- The teaching of children's personal, social and emotional development is very strong.

### **Commentary**

9. The Nursery is a busy, exciting place to be. Staff are experienced and have a very good understanding of how young children learn. Detailed planning of work, followed by thorough evaluations by all adults, ensures that challenging yet achievable activities are introduced. Consequently, children regularly experience success and the praise that follows it. The excellent relationships between adults and children make a major contribution to the quality of teaching and learning, which is very good overall. A strong feature is the way that teachers make links between each area of learning so that children have the opportunity to apply their skills in a variety of contexts. For example, they develop their speaking and language skills, their mathematical knowledge and their physical skills when participating in imaginative play in the 'mechanics workshop'. Activities planned are very varied and meet individual children's needs very well. Resources support learning very effectively and the very well used, excellent outdoor area presents an exciting world of discovery and investigation. The staff demonstrate very good knowledge of the Foundation Stage curriculum.

### Summary of teaching observed during the inspection in 11 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	1	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. All adults very effectively encourage children to try hard and to do their best. These high expectations encourage children to apply themselves energetically to the chosen tasks. The teaching of children with special educational needs is very well focused with detailed planning. Very good, sensitive support is provided for children with special educational needs within normal activities, in group work and, where relevant, for individual children. This successfully develops their self-esteem and confidence and, as a result, they learn very well. Parents express very positive views about the quality of teaching and learning and are very happy with the progress that their children make. The quality of teaching has improved from the previous inspection when it was judged to be good.
11. All staff are very good at asking questions. They never miss an opportunity to find out whether children understand what they are doing, and what they feel about it. They then use this information very well to assess children's progress. Very accurate assessment systems mean that all adults have a very clear understanding of what children have achieved and what they have to do next. The assessments are very detailed and they ensure that work is set at just the right level. The information contributes in great measure to the exciting and stimulating range of activities that support children's learning in all areas of learning.
12. A strong emphasis is placed on promoting children's personal, social and emotional development. Teaching is very strong in this area, and one of the major strengths is the way all adults are consistent about the way they expect the children to behave, providing them with a chance to build their confidence and self-esteem. Adults know the children very well and consequently no one is left out, for example, when they are using construction materials or working directly with adults and engaged in art or clay activities. As a result, children are fully involved and everyone feels valued and successful.

### The curriculum

The school provides all children with a very good range of learning opportunities. Opportunities to enrich the curriculum are very good, as are the accommodation and resources for learning.

### Main strengths and weaknesses

- The school provides a very good curriculum that meets the needs of all its children very well.
- A very good range of enrichment opportunities effectively supports children's learning.
- Opportunities for personal, social and emotional development are included in all activities.
- Provision for children with special educational needs is very good.
- The very good accommodation and resources very effectively enhance the children's learning opportunities.

### Commentary

13. The breadth of curricular opportunities is very good, with national guidance very effectively adapted to meet the needs of the school and its children. All staff have a very good understanding of how young children learn. As a result, their very good planning ensures a rich, balanced and innovative curriculum that links all areas to make learning a continuous and enjoyable experience for the children. The very successful half termly "Fun Days" effectively celebrate and consolidate the children's work during that period, with parents and carers participating wholeheartedly in activities with their children. This contributes very significantly to the children's personal development and to their overall good achievement.

14. Opportunities for enrichment are very good. These include opportunities for the children to perform for parents and carers during assemblies and concerts, to participate in sports days and charity events and to work with artists, musicians and theatre groups. The very good range of visits and visitors effectively develop the children's knowledge and understanding of the local environment and of their own culture and that of others in the wider world. These activities, together with special events such as Diwali celebrations and Grandparents' Day, help the children develop a variety of skills, while making learning interesting and fun.
15. The very good provision for the children's personal, social and health education permeates all aspects of the school's work. It contributes very significantly to the children's very good spiritual, moral, social and cultural development and to their overall good achievement.
16. The school's approach to ensuring that all children are fully included in everything it has to offer is very good. All staff work very hard towards this, thus ensuring that all children are very well prepared for the next stage in their education. The provision for children with special educational needs is very good and the curriculum also caters very effectively for children identified as able, gifted or talented.
17. The very good match of teachers and support staff to the curriculum means that the needs of all the children are catered for very effectively. The accommodation is very well organised and maintained and indoors is greatly enhanced by bright, attractive displays that celebrate the children's work and create a stimulating learning environment. The outdoor area, very much improved since the previous inspection, is excellent. The children love playing in this area, which is very attractively laid out with grass, garden and tarmac areas to allow freedom of movement and promote learning across all areas of the curriculum. The very good range of good quality resources is used very effectively to support teaching and learning.

### **Care, guidance and support**

The school provides very good care, support and guidance for all its children. Children's views and preferences are listened to very well and acted upon where appropriate.

### **Main strengths and weaknesses**

- The school provides very good care for all its children and this is seen in all aspects of its work.
- Relationships between adults and children are excellent.
- Very good induction arrangements ensure that the children settle quickly into school life.
- The level of support and guidance, based on the monitoring of the children's personal and academic progress, is very good.

### **Commentary**

18. This aspect is an integral part of the school's work and all children are very well cared for in a very safe and secure environment. Parents are very appreciative of this as are the children, who say they 'don't want to go home' at the end of the sessions. Some concerns about safety raised at the previous inspection have been addressed very effectively. All necessary safety checks and risk assessments are carried out regularly and the school is maintained to a very high standard. The site is secure, indoor and out and there is a high level of supervision at all times. Effective child protection procedures are in place and first aid, accident and emergency procedures are very well established. Staff responsible for child protection have had up-to-date training. Children learn about personal hygiene and safety, such as washing their hands before eating and using equipment and resources safely. The importance of healthy eating is very much encouraged through the snack time and lunchtime provision.
19. Parents very much appreciate the care taken to prepare children for starting school. The very good induction procedures, high quality information and daily contact with parents and carers

help the children to settle quickly into school routines. Excellent relationships are formed between adults and children and the very calm, warm and welcoming atmosphere as children arrive each day enables them to feel safe and secure. Children are very willing to leave their parents and carers and start exploring the day's activities. As a result, they quickly gain in confidence and independence.

20. All staff have a very good understanding of how children of this age learn. They work well together to support all children in their personal and academic development. They are sensitive to the children's individual needs and are quick to identify those having learning difficulties or personal concerns, giving very good additional guidance where necessary. Assessment and tracking systems are very good and the children's progress is carefully monitored over time. Information gathered from the very rigorous analysis of assessment results is used very effectively to plan work and to set individual learning targets for language, literacy and mathematics. There are very good systems in place for the early identification of children with special educational needs and the children's individual education plans have clear targets, which are monitored regularly. The very good support and guidance for these children develops their confidence and self-esteem and enables them to be fully included in all that the school has to offer.

### **Partnership with parents, other schools and the community**

Parents are very supportive of the school. Very good links have been established with parents, local playgroups, other schools, and the community.

### **Main strengths and weaknesses**

- Parents are very supportive of the school and appreciate what it does for their children.
- Very good information is provided for parents.
- Very good adult learning opportunities are available within school.
- Partnerships with other schools and the community are very good.

### **Commentary**

21. The school is very effective in gaining support from its parents. Parents are very warmly welcomed into the school and a relaxed friendly atmosphere exists when parents drop off and pick up their children. They really appreciate what the school offers their child and they are confident that their children are happy in the school. Parental involvement is actively encouraged and parents give very good support when children are taken out on visits. They feel they are consulted very well and they particularly like the way the school is helping to develop the children's manners and social skills. Inspectors agree with these comments. Very good information is provided about what is happening in school through regular newsletters, very good curriculum information and the parent's notice board. The notice board provides very clear information about how parents can help their child at home, for example, information about the "rhyme of the week".
22. The good training opportunities are greatly valued by parents and members of the local community. Parenting courses are well attended and parents report that there is always something going on in the community room. The school ran a first aid course to meet the needs of the school, local child minders and the community. Other courses include creative workshops, glass painting and alternative therapies. 'Hedgies Helpers' were formed from the people who use the school facilities and the 'helpers' can often be seen working effectively with groups of children throughout the school day.
23. The school has very good links with the local church and with another nursery. Staff are keen to learn and share its experiences with staff in other schools and visits are made which benefit all. Arrangements for children's transition to their next school are very good. Staff from the receiving schools, visit the school and the children visit their new schools and attend concerts.

Joint projects have been undertaken, such as mosaic-making with the local Infant and Junior schools. The school is actively investigating further areas of mutual interest in which they could collaborate. Very good links are in place with the local secondary school offering students work experience opportunities.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are very good overall. The leadership of the acting headteacher is very good as is the leadership of key staff. Governance is good overall.

### **Main strengths and weaknesses**

- All staff work as a close-knit team that have a very clear vision for the school, share high aspirations and so give an excellent example to children.
- The headteacher, all staff and governors ensure that all children are given equal opportunities to achieve as well as they can.
- The school improvement plan is very good, clearly outlining strengths to maintain and priorities for improvement.
- Although good, monitoring and evaluation of the quality of education is a developing area of the school's work.
- Governors have a good understanding of the strengths and the areas of development.
- Financial management is good and the governors are beginning to consider how their spending decisions are influencing provision in the school.

### **Commentary**

24. The acting headteacher (who has been appointed to the position permanently from January 2005) has very successfully ensured that all staff work very closely together to maintain the very good provision identified in the previous inspection. The good achievement, very strong family ethos, excellent relationships and very good teaching are the result of very good teamwork. Together, all staff show very good commitment to including children with differing needs and abilities into the full curriculum. Children benefit hugely from the very good examples set by adults and develop excellent relationships. There is no deputy headteacher but a senior teacher provides very good support and leadership. The management of the provision for and support of, children with special educational needs is very good. The co-ordinator works closely with the staff and parents, and good records show clearly that the children's progress is carefully monitored and assessed.
25. The school improvement plan is very thorough and comprehensive with priorities for improvement and change identified accurately, clear success criteria identified, and it has carefully considered timescales and funding. It is a useful tool for school improvement. All co-ordinators have carried out a rigorous self-audit which has resulted in the set of appropriate priorities identified in the plan. The teachers who are responsible for each area of learning lead and manage their areas well. There are good plans in place to further extend their monitoring and evaluation role.
26. At the heart of management is an assessment system based on a total commitment to the analysis of the needs and progress of the children. This information starts with a picture of what skills children bring to the Nursery with them. Children's progress in the different areas of learning is carefully analysed and lesson observations take place. The school is gathering a clear picture of what is going well, where there are weaknesses and what it needs to do to improve. However, not all teachers who are responsible for each of the areas of learning have had the opportunity to observe their colleagues and the school recognises that this is an area for development. Performance management systems are very well established and as they are linked to whole school targets for improvement, they help to provide a manageable method of monitoring and improving the quality of provision. This has led to very well matched and effective professional development.

27. Governors play an active part in the life of the school, helping to shape its direction and providing good support and challenge to the acting headteacher. They are very proud of their school. Committees are set up to monitor the curriculum, finance and personnel and they are actively pursuing a planned programme of training to enable them to fulfil their duties more effectively. For example, recent training has raised their awareness of the potential use of data and of their accountability to the school community. Governors are now developing ways of formally recording their visits to the school. Statutory duties and policies are fully in place.

### **Financial information**

28. The school manages its finances well and the secretary administers day-to-day matters efficiently. The school has only had a delegated budget since April 2004. The governing body is beginning to monitor and evaluate the school's spending and to apply the principles of best value, as a result of formal training in financial management.

#### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	233,743	Balance from previous year	18,586
Total expenditure	220,483	Balance carried forward to the next year	31,846
Expenditure per pupil	2,457		

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

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

**Provision for children in the Foundation Stage is very good.** Children settle very well into the Nursery because of the very good routines that are in place. Children are very happy and secure. Teaching and learning are very good, activities are exciting and stimulating and as a result, children achieve well.

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

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

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

- Teaching is very good and very good emphasis is placed on developing personal skills across all areas of learning.
- Achievement in this area of learning is very good.
- Very clear routines are understood and enjoyed by all the children, who feel very safe, secure and confident to try all activities.
- Children work and play very well together and behave very well.
- Relationships are excellent and staff are very sensitive to the children's needs.
- Leadership and management are very good.

#### **Commentary**

29. The provision for children's personal, social and emotional development permeates all areas of learning. This, together with the very good teaching and support they receive, enables all children, including those with special educational needs, to achieve very well. They are attaining standards well above those expected for their age and are well on course to exceed the goals expected by the end of their Reception Year.
30. The staff work very effectively as a team to create a calm, welcoming and very caring environment, ensuring that all children feel very safe, secure and happy. As a result, the children settle quickly into school life and follow the established routines very well. Opportunities to increase confidence and independence are planned into all activities. For example, the children "self register" at the beginning of each session, are keen to explore the many interesting activities set out for them and decide for themselves when to have their fruit and drink. These activities promote very good self-discipline as the children become increasingly aware of themselves and their surroundings. The children work and play very well together, taking turns and happily sharing equipment and resources. They enjoy learning and show very good attitudes to their work by listening attentively, following instructions carefully and behaving very well.
31. Adults and children interact very well with each other and these excellent relationships ensure that all children feel equally valued and are fully included in all that the school has to offer. Staff are sensitive to the children's needs and use praise very well to reward effort and to boost the children's confidence and self-esteem. Snack times and lunchtimes are very good social occasions where adults sit with the children to encourage good manners and conversation. The excellent relationships are evident during these times as children and adults speak together, listening attentively to different conversations. Stories, puppets and soft toys are used to very good effect to discuss issues such as personal hygiene and healthy eating. Great emphasis is placed on caring for each other and for the environment, and on promoting a respect for the cultures and beliefs of others as, for example, they join in Eid celebrations on a visit to a multi-ethnic Nursery. Parents enjoy sharing the children's success when they receive awards and certificates and are very satisfied with the very high quality of provision for their children's personal development.



32. Leadership and management are very good. The teacher responsible for this area of learning has very high aspirations and leads a very committed team of staff, who meet regularly to review and improve practice and overall provision for the children's personal development. Teaching and learning are very effectively monitored and evaluated and curricular planning is adapted as necessary to meet the needs of all children. Assessment systems are very good and the children's progress is monitored, tracked and recorded very well. Overall, improvement since the previous inspection has been very good.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good and support staff make a significant contribution to the children's learning; as a result, all children achieve well.
- Children's communication, language and literacy skills are promoted very well across all areas of learning.
- Relationships are excellent and children have very good attitudes to their learning because it is interesting and fun.
- Activities are very well planned and resources used very effectively to support learning.
- Although leadership and management are good overall, the monitoring of teaching and learning is a school identified aspect of development.

### **Commentary**

33. All children, including those with special educational needs, achieve well because of the very good teaching and support they receive. As a result, the majority of children are working at standards above those expected for their age and they are on course to exceed the goals expected by the end of the Reception Year. The excellent relationships between adults and children are evident during all activities and have a significant impact on the children's overall achievement. Staff are very good at talking to children and making them feel very safe and secure so that children are confident to become involved in all activities.
34. Language skills are very effectively promoted across all areas of learning and staff take every opportunity to interact with the children to extend their speaking and learning skills and knowledge of words. For example, the children are encouraged to talk about their work and personal "news". Very effective questioning enables the children to describe textures when making clay hedgehogs and to discuss in detail preparations for a birthday party. Very well planned imaginative play activities further develop the children's spoken and imaginative language as they clearly explain their jobs as motor mechanics and hairdressers.
35. Very good attention is given to the development of writing skills and most children are making good attempts at writing their name independently. Activities are very well planned and organised and staff provide very good models as they write for the children. They ensure that the children are given every opportunity to practise their mark making and writing skills as, for example, they fill in party invitations, write birthday cards and "address" envelopes. Labels around the Nursery are also used very well to familiarise the children with print. Staff use soft toys and games such as "pass the parcel" and "bear hunts", very effectively to develop the children's knowledge of letter sounds, while making learning interesting and fun. The "rhyme of the week" initiative has had a significant impact on the children's understanding of letter sounds and rhyming words. Informing parents of the letters and sounds being taught effectively involves parents in their children's learning.
36. The children very much enjoy listening to stories. In one lesson seen, the teacher's very good use of puppets and expressive reading really captured the children's imagination. Through the very good use of text and pictures, the children showed a good understanding of the main

points of stories and they are developing a real love of reading. Very significant improvements have been made to the reading area since the previous inspection. It is an attractive and inviting area where the children enjoy sharing books and listening to story tapes. All children are encouraged to take books home to share with their parents and the school is very appreciative of the parents' good support in this.

37. Leadership and management are good overall. The teacher responsible for this area of learning has a good understanding of the strengths and weaknesses in this area and her clear action plan rightly identifies the need to further develop rhyme activities and story tape resources. Assessment systems are very good. The children's progress is tracked and recorded very well and the information used very effectively to plan future work and set individual targets. The monitoring of teaching and learning is an aspect the school wishes to develop further in this area of learning. Overall, improvements since the previous inspection have been very good.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children achieve well because of very good teaching and learning.
- Children have a very good understanding of shape, space and measures.
- Mathematics is integrated very well into activities across all areas of learning.
- Excellent relationships lead to very good behaviour and children greatly enjoy mathematical activities.
- Very interesting and practical activities are planned to promote children's interest and a love of learning.
- Although leadership and management are good overall the school has identified that further work could be done in improving monitoring and evaluation procedures.

### **Commentary**

38. Very good teaching that provides a broad range of interesting, practical activities and uses a very good range of resources ensures achievement is good and children reach standards above those normally seen at this age. Most children are on course to exceed the goals expected for the end of Reception. Attainment is higher in the children's understanding of shape, space and measures than in counting and calculating. In these areas of mathematics, achievement is very good. This is because the school has focused on this aspect of mathematics. Children with special educational needs are supported well and make very good progress.
39. The quality of teaching and learning is very good. Teachers do not view mathematical development as an isolated experience and so they plan very well to integrate it into all areas of learning. This enhances children's enjoyment and makes the activities very worthwhile and purposeful. For example, in activities encouraging children to think about celebrations and festivals, children discussed the shape of birthday cakes and birthday presents and the number of candles that they could see. Very good questioning encouraged them to identify the shapes of circle, square and rectangle and one more able child recognised that one of the shapes was a hexagon. Children were successfully encouraged to count accurately to 10 and think about 'one more' and 'which number comes next.'
40. At all times staff use a variety of different strategies to enable children to learn as well as they can. This is supported by the use of very good observational assessments, which means that children's needs are very well met and activities are very well planned. Children want to take part in all activities because of the excellent relationships that exist between themselves and adults. For example, children eagerly worked with a teaching assistant in a very good

mathematical activity designed to encourage children to think about how shape affects whether an object will roll or slide. Children were encouraged to consider the object's properties and make predictions about what they thought might happen. This small group experience supported the children's developing skills very well, in addition to developing their confidence to express their ideas.

41. The practical experiences provided promote children's mathematical development and successfully sustain children's interest and concentration. For example, children have the opportunity to explore real materials to find out whether they are light or heavy. They use construction toys to explore and understand height and balance. Sand and water play help the children to understand the concept of full and empty, and opportunities are available for children to draw and make patterns by themselves. As a result, learning is fun and helps to ensure children's good achievement.
42. The subject area is very well led. The teacher responsible for this area of learning makes regular evaluations of children's progress and achievement, checks on the quality of teaching and organises training sessions for staff when development areas are identified. However, although good, the school is developing further its monitoring and evaluation systems. The teacher also provides ideas for parents to support their children at home. Improvement since the previous inspection is very good.

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

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

### **Main strengths and weaknesses**

- Very good teaching helps children to achieve well.
- Opportunities for developing children's knowledge and understanding of the world are integrated very well into activities across all areas of learning.
- Excellent relationships ensure that children become confident learners.
- Children's attitudes towards this area of learning are very good.
- Children are very confident when using computers and all staff support them very well.
- Monitoring and evaluation of teaching and learning is a developing area.

### **Commentary**

43. Very good teaching ensures the children acquire a broad understanding of the world around them, and are working above that normally seen at their age. Achievement is good and children have a firm foundation on which to build science, design and technology, ICT, geography and history at a later stage. This is because all the staff plan a range of very interesting activities that successfully allow the children to explore, investigate and widen their experience through themes, such as 'All about me' and 'Celebrations and Festivals'. These themes link learning and make it more meaningful to the children. Children achieve well and are on course to exceed the goals expected at the end of Reception. Children who have special educational needs are very well supported and make good progress.
44. The quality of teaching and learning is very good overall. All staff are very successful at making activities interesting and challenging. They provide numerous opportunities for children to explore and investigate, describing what they can see and predicting what might happen next. Children speak confidently about simple scientific processes and how things can change. They observe carefully, using a digital microscope and describe accurately what they can see or smell. Organisation is very effective and staff have high expectations of children's behaviour. Children rise to these high aspirations and behaviour and attitudes to learning are very good. Excellent relationships with the staff give the children confidence to express their ideas and this helps them to learn very well. A key strength is the use of stimulating and interesting resources which capture the children's imagination very effectively.

45. Children's learning about time, place, cultures and beliefs is successfully promoted through visits and planned themes. Very good use is made of the local area and the children visit train stations and local parks and trails. Numerous visitors are introduced to the children, including artists and musicians. These visits and visitors have a significant impact. Children are keen to talk about them and they help to widen their knowledge and understanding. Their knowledge of their own and other cultures is very good, fostered through, for example, celebrating festivals such as Diwali and the Chinese New Year. This helps children to learn about the similarities and differences in people's lives and how they prepare for these events. Children also have a very good understanding of events in their own lives. They speak confidently about how they have changed and are 'much bigger' and more 'grown up' than their baby sisters and brothers. Children are very confident using computers. They skilfully use the mouse to click and drag when using a paint program. They have a good understanding of how to use programmable toys, such as the 'roamer.' Staff support the children very well during these activities ensuring that all children are fully included. Achievement is very good in the use of ICT.
46. This area is very well led by the teacher responsible for this area of learning who has a clear understanding of standards achieved and of what is necessary to improve provision. Although management is good, monitoring and evaluation of teaching and learning is an area the school is developing further. Overall, improvement is very good since the last inspection.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teaching is very good and the children greatly enjoy the stimulating activities provided for them.
- The excellent outdoor provision contributes very well to the children's physical development.
- Relationships are excellent and the children work and play very well together.
- Leadership and management are good, although monitoring of teaching and learning is a developing area.

### **Commentary**

47. Children enjoy physical activities and participate wholeheartedly in them. Teaching is very good and activities are very well planned to provide challenge and to develop a good range of physical skills. As a result, most children, including those with special educational needs, achieve well and attain standards above those expected for their age. They are on course to exceed the expected goals by the end of the Reception Year.
48. The excellent outdoor play area is used very effectively throughout the day to allow the children freedom of movement and access to an excellent range of large play equipment. The children's co-ordination and control skills are developing well as they climb and balance on the large climbing frames, slide, benches and stepping-stones. They are very well supported by all staff, whose very clear instructions and very good use of praise enable the children to do this safely and with increasing confidence. Using the very good range of wheeled toys, the children ride and steer accurately, keeping their balance and avoiding collisions, as they keep to the area reserved for this activity. They drive carefully around the one-way system, showing increasing control of their vehicles as they stop and start at the zebra crossing. This contributes very effectively to their personal development and understanding of how to keep themselves safe.
49. The children develop their manipulative skills well through their regular use of modelling dough, construction materials, jigsaws, writing, painting and gluing and sticking equipment. Excellent relationships are evident during all activities as the children interact very well with

adults and with each other. They willingly take turns and share resources and show very good levels of concentration and perseverance seen, for example, when fixing balancing benches together in an outdoor activity.

50. Leadership and management are good overall. The teacher responsible for this area of learning has a good action plan, clearly focused on increasing the children's physical experiences and raising their overall achievement. This includes opportunities to develop the garden areas and include more construction equipment in outdoor activities. The very rigorous assessment and tracking systems ensure that the children's progress is closely monitored and that information gathered is used very effectively to plan the next steps in learning. However, the monitoring of teaching and learning is an aspect that the school is developing further. Overall, improvement since the previous inspection has been very good. This is particularly so in the outdoor provision, which is used very effectively to promote learning across all areas of the curriculum.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- A wide range of stimulating activities enables the children to express their imaginative ideas.
- Very positive attitudes support children's good achievement.
- The quality of teaching and learning is very good.
- Very good links are made to other areas of learning.

### **Commentary**

51. Very good provision in this area of learning ensures that children have very good opportunities to experience a wide range of creative activities. The children's enjoyment aids their good achievement, and standards in this area of learning are above those expected for their age. By the time they reach the end of Reception, children are likely to exceed the goals expected for their age. Children who have special educational needs and those children identified as more able are very well supported and make good progress.
52. Teaching and learning are very good. Children are taught skills in a wide range of art activities and are given sufficient time to revisit activities, practising skills on their own. Very good opportunities are provided to experiment with making models from recyclable materials, cutting, sticking and experimenting with a good variety of materials and tools. Children enjoyed experimenting with the effects of silver and gold as they made a collage of recyclable materials. When children are engaged in modelling activities, teachers promote their understanding of shape very well through questions such as: 'What shape would you like to make?' and 'Can you make a circle shape?' Children develop good observational skills as they choose colour for a purpose and they look at similarities and differences. They interpret very well what they see using different media. For example, they have produced an autumn display using different techniques including printing, painting and collage. They use paint, pastels, chalks and crayons competently, speaking confidently about the different shades of colour. The children's good achievement is enhanced by the effectiveness of the provision that is planned.
53. Behaviour and attitudes to learning are very good and children often choose to take part in imaginary play with their friends or with adults. Excellent relationships mean that all children are confident to express their ideas and they effectively extend their vocabulary as they dress up and take on different roles in the playhouse. Areas of the room are given different themes to link with current topics and to sustain children's enthusiasm for imaginative play. Staff are good at linking creative activities to other areas of learning. For example, imaginative play was promoted well in the 'mechanics' workshop' and the 'hair dressing salon'. Children enjoy

music, and distinguish accurately between the fast and slow beat that a 'metronome' produces.

54. Leadership and management are very good. The teacher responsible for this area of learning has a very good understanding of the strengths and areas for development. For example, through her very good audit of provision, music was identified as an area of focus. Training has been provided to develop staff confidence and expertise and now music is an integral part of the curriculum. The use of assessment information is very good and the children's progress is monitored, tracked and recorded very well. Overall, improvement since the previous inspection has been very good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
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>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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