



# Washwood Heath Childrens Centre

Inspection Report

**Unique Reference Number** 103132  
**LEA** Birmingham  
**Inspection number** 276852  
**Inspection dates** 8 May 2006 to 9 May 2006  
**Reporting inspector** Jacqueline Ikin AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Nursery	<b>School address</b>	201 Sladefield Road
<b>School category</b>	Maintained		Birmingham
<b>Age range of pupils</b>	3 to 4		West Midlands B8 2SY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 464 1810
<b>Number on roll</b>	160	<b>Fax number</b>	0121 464 0052
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mabbs Khan
<b>Date of previous inspection</b>	20 November 2000	<b>Headteacher</b>	Mrs Claire Quinlan

<b>Age group</b> 3 to 4	<b>Inspection dates</b> 8 May 2006 - 9 May 2006	<b>Inspection number</b> 276852
----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Washwood Heath Children's Centre provides nursery education for 3 to 4 year olds, most of whom attend on a part-time basis. Its provision has been extended over the last two years to provide family support and outreach, a baby health clinic and adult education. Most children come from Pakistani backgrounds, although a small number are from other ethnic minority groups as well as White British heritages. A high proportion of children speak English as an additional language with most being at an early stage of English acquisition. A broadly average number have learning difficulties and disabilities. At the time of the inspection, the outdoor area was undergoing complete refurbishment and was out of action.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good nursery school with many outstanding features. This reflects the school's own view of its effectiveness. It is highly inclusive and provides extremely well for children's personal development and its provision for children's academic growth is good. It gives good value for money. The leadership of the headteacher is outstanding and the deputy headteacher provides very good support. Governors are not yet as involved as much as they should be in developing and monitoring the school's work because many are new to the post. Provision has improved considerably under the leadership of the headteacher and this has led to improved achievement and standards. The school's capacity for further improvement is good. Although standards are below average overall, this represents good achievement in relation to children's very low starting points on entry to the nursery. Teaching and learning are good. The curriculum is good and for knowledge and for personal development, knowledge and understanding of the world and creativity it is outstanding. The quality of care and guidance is excellent.

### **What the school should do to improve further**

Improve the involvement of governors in developing the nursery and in monitoring and evaluating its work.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. When children enter the nursery, many are extremely shy and reticent, have little understanding of literacy, numeracy or the wider world and are frightened of getting involved in activities. The children make good progress from these very low starting points and achieve well in communication, language and literacy, and mathematics, although standards are below those expected for children of a similar age. Their achievements in their personal and social development, creative development and in their knowledge and understanding of the world are excellent, with most children reaching the expected standards. Achievement in physical development is broadly satisfactory. Children with learning difficulties and disabilities, the gifted and talented children and those who speak English as an additional language achieve well. Boys and girls do equally well and all meet the challenging targets that are set for them.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development is outstanding. The children grow in confidence, enjoy school and enthusiastically engage with all the activities provided. Their spiritual, moral, social and cultural development is excellent. There are numerous occasions when children's eyes open wide with amazement at the new things they are discovering. For example, one boy took apart a torch to see how it worked, put it together again

and then explored how he could light up different surfaces, exclaiming 'Look, it shines on the ceiling as well'. The excellent relationships that the children have with all the adults who work with them are key factors in their good behaviour and their ability to get on well with each other. The contribution that the children make to the school community and their understanding of how to live healthily and keep themselves safe are excellent for their age. The huge amount of confidence that the children gain at the nursery, together with their extremely positive attitudes to learning, their good acquisition of English and their good achievement in early literacy and numeracy prepares them extremely well for their future life. Attendance rates are lower than they should be, mainly because of extended holidays taken during term time. However, both attendance and punctuality are improving as a result of the school's efforts to help parents recognise the value of nursery education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and sometimes outstanding. Teachers have high expectations and give excellent encouragement to the children to ask their own questions, try out new experiences and solve problems. Planning is good and results in purposeful, well resourced activities, which lead to in-depth learning because they sustain children's interest for extended periods of time. Most practitioners are skilled in working alongside the children, picking up their individual ideas and engaging in conversations which extend their understanding. For example, the teacher and an artist in residence skilfully explored children's interests when creating structures, shapes and patterns with lollipop sticks, corks and wire. Their interactions extended the children's curiosity, led them to learn the names and properties of shapes, and stimulated some children to create their own stories as they built and changed their pictures and patterns. The good use of pictures, objects and practical activities is an important factor in helping the children to learn English as an additional language. The needs of children with learning difficulties and disabilities are met well through careful attention to their individual education plans. Assessment is good. It is excellent in personal and social development and good in communication, language and literacy, and mathematics, with good use of targets to meet children's different needs. The school is exploring ways to develop this work for all areas of learning and to collate assessment information using information and communication technology (ICT).

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good curriculum, with many outstanding features. The needs of all children are met. Support for children with learning difficulties and disabilities, for gifted and talented children and children at the early stages of learning English is good. The bilingual practitioners and learning mentors make a significant contribution to enabling all children to access the curriculum. Provision for personal and social

development and knowledge and understanding of the world is outstanding. The well judged balance between child-initiated and teacher-led tasks, and the emphasis on enabling children to find their own solutions to problems promotes the rapid development of independence, confidence and self-esteem. The creative curriculum is excellent, enriched by the imaginative contribution of an artist in residence. Provision for communication, language and literacy and mathematical development is good and strengthened by clearly focused work in small groups. ICT is used well in the classrooms to support children's learning and to promote inclusion and independence. For example, books are borrowed from the library using finger print recognition so that non-readers and writers can borrow books freely.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support is outstanding. Good procedures ensure children's health and safety and excellent attention is paid to security. The excellent procedures for monitoring the children's well-being and good monitoring of their academic progress ensure that support and guidance are clearly targeted. The support for children with behavioural and emotional difficulties is excellent. Daily staff briefings ensure that the specific needs of children are communicated to all staff so that they can offer the appropriate support. Induction procedures into the nursery are extremely well organised and sensitive to the children's needs and the needs of their families. Transfer arrangements to local infant and primary schools are satisfactory and improving as a result of increasingly productive links. The school has worked hard to gain the support and involvement of the local community in its work. The appointment of bilingual staff has made a significant contribution to this. Parents are increasingly appreciative of the nursery's work and the excellent opportunities to learn about, and become involved in, their children's education. Workshops, support work for families, childcare provision on site and adult education classes are making a significant contribution to this. One parent remarked that 'The school does a lot for us, we feel welcomed and comfortable here and we want to give help back'.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides excellent leadership. She is very knowledgeable and highly dedicated to providing the best education and care to children and their families. Her influence has had a very profound impact on all who work in the centre. The deputy headteacher provides very good support and she sets an excellent example by the quality of her teaching. Together, they have successfully led the nursery through a period of rapid change and growth, extending its work to include wider support for the whole community. The school's capacity for further improvement is good. The school is highly committed to inclusion. This is reflected in wide range of services that are offered to remove any barriers to children's learning. Standards have risen through the establishment of high expectations of what young children can achieve and of a culture in which the importance of learning and

well-being are at the heart of all developments. Excellent use is made of grants and local expertise to improve the education that the nursery offers. Procedures for monitoring and evaluating the work of the nursery are good but currently over-reliant on the headteacher and the deputy. There are well established plans to enlarge the senior management team in order to involve more people. Parents are fully consulted and the views of the children are taken into account. Governors give satisfactory support to the nursery but most of them are new and are not yet as involved as they should be in developing and monitoring its work. The nursery gives good value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Dear Children Thank you for making us feel so welcome when we visited your school. We enjoyed seeing you learn and play. We especially liked talking to you. We can see why you like your school so much and think that you have a good nursery school. What we liked most about your nursery

- You are all extremely confident and really enjoy all the activities.
- You work hard and always try to do your best.
- You behave well and get on well together.
- Your teachers organise some very interesting activities which are good at helping you to learn.
- You are extremely well looked after and your families are always welcomed at the school.
- Your headteacher runs the nursery extremely well.

What we have asked the nursery to do now

- We have asked the people who are governors in your school to come into the school more often and see for themselves how well you are doing.

Yours sincerely Jacqueline Ikin Additional Inspector  
Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)