



Boldon Nursery School

Inspection Report

Unique Reference Number 108665
LEA South Tyneside
Inspection number 278018
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Mrs Gianna Ulyatt

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

Type of school	Nursery	School address	Reginald Street
School category	Maintained		Boldon Colliery
Age range of pupils	3 to 4		Tyne and Wear, NE35 9DG
Gender of pupils	Mixed	Telephone number	0191 5363669
Number on roll	79	Fax number	0191 5363669
Appropriate authority	The governing body	Chair of governors	Mr Peter Effard
Date of previous inspection	1 January 2000	Headteacher	Mrs Sue Stokoe

Age group 3 to 4	Inspection dates 14 March 2006 - 15 March 2006	Inspection number 278018
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: 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 one additional inspector.

Description of the school

Boldon Nursery School in South Tyneside provides part-time, morning or afternoon education, for children aged from three to four years. There are currently 79 on role. Children are from mixed social backgrounds with about 60% coming from areas of high social deprivation. Very few children are from minority ethnic backgrounds. The percentage of children with learning difficulties and/or disabilities is below average. The school currently provides lunch for those who require this service. The school will be attached to a newly built Children's Centre from April 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Boldon Nursery provides sound education for its children. It gives satisfactory value for money. The head teacher has been in post for two weeks and recognises that the views expressed in its self-evaluation form are generous and are not a true reflection of the nursery.

Children progress steadily in the calm, caring environment. The quality and range of activities on offer are satisfactory and children make steady progress. Children behave well, enjoy nursery and have positive attitudes to learning. Parents say they grumble when the weekend comes. Teaching is sound and children are looked after well by a team of caring and supportive staff who value them and celebrate their achievements. Procedures for assessing and tracking achievements are limited, so children are not always fully challenged. Planning does not show clearly what children are intended to learn. Leadership and management are satisfactory. The new headteacher has already evaluated provision. She is well focused on leading the staff team to improve achievement for all children. The governors' role is developing, although they are not sufficiently involved in challenging and supporting the nursery. Improvements since the last inspection are satisfactory and the nursery has a good capacity to improve.

What the school should do to improve further

- Improve assessment and tracking procedures so that children's progress and achievements are monitored and children are better challenged.
- Develop curriculum planning so that the learning outcome is clear.
- Develop the role of governors so they play a full and active part in supporting and challenging the school.

Achievement and standards

Grade: 3

Children's achievement is satisfactory overall, although the school viewed it as good. Attainment for most children is below expectations for their age. The school's assessment information shows that progress is not even across all areas of learning. It is good in physical development and in personal, social and emotional development. In other areas of learning progress is satisfactory. Children who have learning difficulties and/or disabilities make steady progress and girls generally achieve better than boys. Children achieve better in their speaking, listening and early reading skills than in writing and sound recognition. They enjoy stories. They listen attentively and talk enthusiastically about story pictures, but have too few opportunities to develop early writing skills. They recognise their names. Children are relaxed and friendly. They concentrate well and show pride in their achievements. However they lack independence because adults often do too much for them. In mathematics children learn basic counting skills, but do not make enough progress in understanding how numbers work. Children are developing good physical skills. They handle small objects and tools with

accuracy. Outside, they steer large wheeled toys with good control and awareness of space. They have fun and plenty of exercise in the fresh air.

Personal development and well-being

Grade: 2

The school's judgement is accurate for this aspect. Children enjoy nursery and have a positive attitude to learning. Attendance is good, children behave well, following the rules and daily routines. They know adults will help them should the need arise. Parents confirm their children love to come to the nursery and they know that they are looked after in a caring environment. Children are developing good social skills, happily sharing their favourite activities with friends. They are curious about interesting resources such as the bright coloured feathers. Children care for their friends but, do not show enough respect for the nursery equipment, because adults do not give them enough responsibility for small tasks, such as tidying up, setting the tables and looking after resources. Children enjoy eating fruit and drinking milk or water each day, although they are not involved in its preparation. They know when hands need to be washed and that playing outside is fun. Children sustain good levels of concentration and take turns during activities such as, mathematical counting games and computer-generated rhyming games. Their spiritual, moral, social and cultural development is good.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, although the school judged it to be good. All adults interact sensitively with children. They engage them well and encourage their concentration. At times, however too much time is allocated to daily routines, such as registration, and children are left waiting for activities to begin. Planning and assessment procedures are not securely in place to support the work of staff. Although planning is beginning to develop, there is scope for improvement in being clearer about what children are intended to learn and in how activities can be adapted for differing abilities. Child-chosen activities lack interaction with an adult, therefore, opportunities to challenge children are insufficient. Children behave well because staff establish clear routines and help children understand. Staff celebrate children's achievements by displaying their work and photographs of their activities. The interactive whiteboard is used to reinforce children's learning and many are confident in its use. Adults know children well and make notes about what they understand and can do. However, this useful information is not recorded efficiently to ensure progress and achievement are tracked and monitored. Therefore, assessments are not being used to identify what children need to learn next.

Curriculum and other activities

Grade: 3

A satisfactory range of activities is provided that interests children and fosters learning, although the school judged it to be good. Activities around special events and festivals stimulate enjoyment. The nursery is considering reviewing the way it plans the curriculum and is beginning to adopt a team approach. Staff offer children a balance between the activities they lead, and those children choose. Each area of learning is planned for, but there are too few self-chosen activities to support mathematics. Role-play activities are popular and children are encouraged to collaborate. At present the nursery does not fully evaluate the outcome of daily activities, therefore, too little account is taken of children's different responses when planning the next activities. Resources and equipment are not stored in a way that makes them easily accessible. This limits children's ability to select for themselves and gain independence in learning. The outdoor area is being refurbished and extended. At present it is mainly used for physical development.

Care, guidance and support

Grade: 2

The school is right in its judgement that children are well cared for. Staff know each child well and are sensitive to their individual needs. Children know who to go to if they have a concern or are upset. Their self-confidence is boosted by the good relationships they share with the adults. Good systems for helping children to settle into nursery begin with parent and child visiting together, so staff get to know each child personally. Staff give children a good role model of friendship and intervene to help them find the right way of doing things, such as caring for others. Secure health and safety procedures are in place and staff are due to update relevant training. Adults encourage children to follow hygienic practices. The nursery has extended its provision and offers lunch for children who require it. Parents and external agencies work with the nursery to ensure children's progress. Tracking procedures are limited and do not give an accurate picture of the child's overall achievement. This means the rate at which children learn is not as fast as it could be.

Leadership and management

Grade: 3

The school accurately judges leadership and management as satisfactory. The headteacher has been in post for two weeks and agrees that the school's self-evaluation form is over generous in its judgements and that evidence is insufficient to substantiate them. There has been no monitoring of teaching and learning. The head teacher has a clear vision for the nursery and the part it will play alongside the Children's Centre. Her initial ideas for improvement are well founded on her good knowledge of early years education. All staff are clearly committed to meeting the needs of local children and their families. Satisfactory improvements have been made since the last inspection. Provision for information and communication technology has improved. Governors

are increasingly aware of their responsibilities and have a better understanding of the strengths and weaknesses of the nursery. They are now ready to monitor provision and challenge the work of the school. The school, therefore, has good capacity to improve. Financial systems for managing the delegated budget are appropriate. Parents strongly support the nursery and through their efforts the threatened closure was abandoned. There will soon be significant improvements to the area outdoors and major changes to the nursery with the opening of the Children's Centre.

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.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

The extent to which schools enable learners to be healthy	
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	NA
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Boldon Nursery School

Reginald Street

Boldon Colliery

Tyne and Wear

NE35 9DG

16 March 2006

Dear Children

I really enjoyed my visit to your nursery. It was such a treat to play with you at the dough table and with the farmyard. You are very friendly children. I can see how much you care for your friends in the way you help your friends collect toys they need or quickly tell adults if someone needs help. I like your paintings and the way you make models with dough and animal faces with materials. You had great fun with the feathers! Some of you are very clever at using the interactive whiteboard and know lots about nursery rhymes. I like the way you listen well during story time and the way you laughed at the funny cat words!

I know you enjoy playing outside and you are getting very good at riding tricycles. The outdoor play area is a bit messy at the moment but I am sure the builders won't be long in making it into a wonderful play area for you.

I know you are well cared for in school because your teachers talk about you with real fondness. They know all of you very well and I have asked them to keep a good track of the clever things you do so they can make the games you play even harder. I have also asked them to plan games and activities, in such a way that you will know very easily what you are supposed to be learning. This will help you to think harder and learn faster. I have asked the governors to find out more about the things you do in the nursery so they too, can make sure you are working hard and trying your best.

I hope you continue to enjoy your time in Boldon Nursery and that you work hard and keep the good friendships you have already made.

Best wishes

Gianna Ulyatt

Lead inspector