



Warrington Road Nursery School

Inspection Report

Unique Reference Number 110959
LEA Halton
Inspection number 278560
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Mr Colin Smith CfBT Lead Inspector

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

Type of school	Nursery	School address	Castle Street
School category	Community		Widnes
Age range of pupils	3 to 5		Cheshire WA8 0AR
Gender of pupils	Mixed	Telephone number	0151 424 4686
Number on roll	69	Fax number	0151 424 4686
Appropriate authority	The governing body	Chair of governors	Mr P Black
Date of previous inspection	10 October 2000	Headteacher	Ms Fiona Kirby

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

This average sized nursery school draws children from a wide range of social backgrounds. Almost all children are of white British heritage and enter the nursery with attainment that is broadly typical for their age. Temporary care is provided for a few slightly older children with learning difficulties and/or disabilities or who are at an early stage of learning English. A daycare centre is attached to the nursery but is housed in the original building. The nursery itself has been temporarily moved into a nearby primary school, while the new children's centre is built. The school has gained three achievement awards and an inclusion and healthy schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is a highly effective nursery that provides excellent value for money and an outstanding education for its children. The headteacher and staff have an accurate and realistic understanding of the school's effectiveness. Prior to the inspection, the school judged children's personal development and the level of care provided to be outstanding and all other areas to be good. The work of the school is, in fact, outstanding in all areas. The school's modest judgement reflects the conviction that there is always more to do. For example, the need to strengthen the way data is analysed to measure how well the school is performing in relation to others has been correctly identified and work has begun. The school has built very effectively on the many positive outcomes of the previous inspection. The continual search for excellence illustrates its outstanding capacity to improve.

Inspired leadership and management have promoted a very clear vision of how children learn. The many strengths and commitment of all members of staff has been harnessed very successfully in providing the best for the children. Teaching is excellent, not least because its impact on children's learning is continually evaluated. The highly stimulating curriculum ensures that children's different learning and personal needs and their interests are fully met. Consequently children's achievement is exceptional in many areas and standards are higher than expected overall. The extremely high level of care provided by staff, in partnership with parents and external agencies, ensure that all children are fully included and their safety is assured.

What the school should do to improve further

- Continue to improve the analysis of assessment data to gain a sharper picture of how well the nursery is performing in relation to other schools.

Achievement and standards

Grade: 1

Children's achievement is outstanding overall. Virtually all children make at least the two levels of progress expected and almost a third achieve three levels. Standards are exceptionally high in the areas of personal social and emotional development, communication language and literacy and knowledge and understanding of the world. Children make good progress in their mathematical, creative and physical development and reach standards higher than expected for their age. Three consecutive achievement awards have been gained in recognition of improving standards. The school has high expectations of its children and sets realistic targets for improvement. With excellent teaching and good parental support these targets are often exceeded.

A strong feature of the nursery is the very good progress made by children, irrespective of their different starting points. Children with learning difficulties and/or disabilities make significant strides in achievement in response to highly effective support from nursery staff and outside agencies. The excellent progress made by more able children

is reflected in the outcomes, showing that a third of the children reach the learning goals expected of children a year older. The acquisition of key literacy, numeracy and independent learning skills provides a very firm foundation for children's future education.

Personal development and well-being

Grade: 1

Children's personal social and emotional development is outstanding and a major contributor to their highly successful learning. Their spiritual, moral, social and cultural development is excellent. Learning about China and counting in Spanish, develops children's appreciation and respect for other cultures. The wonder of learning shines through many exciting experiences, such as making costumes and dressing up as butterflies. Children become totally absorbed in their activities and show extremely high levels of maturity when encouraged to plan what they should do and where they should work. The day begins when they find their names to signal their safe arrival and ends when they explain what they have discovered. These well-established routines enable children to learn to make informed decisions and develop an unusually high degree of independence in learning for their age. Within this atmosphere, their self-esteem, confidence and capacity to work together develop very successfully. As a result, their attitudes to learning and behaviour are exemplary.

The acquisition of the healthy schools award reflects children's very good understanding of healthy lifestyles and staying safe. They develop a growing appreciation of their place within the school and wider community. Their enjoyment of school is reflected in their regular attendance and very happy faces.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. A vast range of ever-changing, highly stimulating, activities engages children's interests and stirs their curiosity. Children were transfixed at the sight of frozen mackerel and sea bass. One child exclaimed, 'How can they swim if they haven't any legs?' A very productive discussion on tails and fins ensued because of the teacher's highly effective questioning skills.

The excellent use of assessment plays a key part in children's very successful learning. Their skills and understanding are carefully recorded, along with their personal interests. These factors form the basis of planning the next activities to ensure a good level of challenge extends the learning of all children.

The management of children's behaviour is exemplary. The atmosphere is buzzing. Not a moment is wasted. Even during snack time, children learn to count, add and speak confidently as they explain what they have learned. Children's response to encouragement to explore and discover is striking. They learn confidently and independently, sharing their ideas with each other. Careful consideration of the way

children learn is particularly beneficial to those who find learning difficult. Children learning to speak English were highly stimulated to talk by making pictures appear on a large screen.

Curriculum and other activities

Grade: 1

The outstanding curriculum provided is highly stimulating. The strong philosophy that children learn most successfully when they are encouraged to follow their interests is borne out in their excellent progress. Meticulous planning ensures that the Foundation Stage curriculum is followed carefully, but different children's pathways through it may vary. For example, whilst one group studied the human skeleton another examined sea creatures. The depth to which children learn and the high levels of motivation they display are very much at the heart of their exceptional progress in aspects of language and in their knowledge and understanding of the world.

Rigorous assessments made of children's learning ensure that their different needs are fully met. Learning support is highly successful in catering for those with learning difficulties and/or disabilities, the most able ones are encouraged to extend their skills and talents. Keeping healthy and staying safe are high on the agenda and strong links with the community enrich children's learning very successfully.

Care, guidance and support

Grade: 1

The outstanding level of care, guidance and support is a highly significant factor in children's excellent personal development. From the moment children step inside the nursery they are enveloped in a warm, secure and safe environment. Staff respond immediately to any signs of uncertainty and tackle any barriers to learning successfully. Children are not allowed to fail, including the very vulnerable ones placed in nursery's temporary care. They soon return to their own schools with increased social skills and confidence.

The nursery maintains excellent links with external agencies. The headteacher coordinates the providers expertly to focus attention where it is most needed. The guidance children receive through assessing their needs and supporting their learning is first class. Children are immensely proud of their achievement files and 'Learning stories'. These brightly illustrated documents enable staff, parents and children to know exactly how well children are achieving and the steps they should take next.

Leadership and management

Grade: 1

Outstanding leadership and management are at the root of children's excellent progress and exemplary personal development. The work of the headteacher in setting standards and extending good practice is first rate. Staff work highly effectively to include all children and make their learning experiences memorable. An ambitious climate of

self-improvement, shaped by the views of staff, governors, children and parents, has been established. Despite past successes there is no complacency. New strategies are constantly tried out, examined and evaluated. This is why the school judged leadership and management, and other areas, to be good rather than outstanding. In the school's view, the search for excellence has no limit.

Advanced expertise in nursery education places the school at the frontier of change. The three members of staff undertaking degrees in child education constantly feed back their knowledge to increase staff awareness of how children learn. Although senior staff knew exactly how well individual children were progressing last year, they realised they needed to make more effective use of assessment data to measure school performance. A promising start has been made but the headteacher is correct in making this a key improvement point.

Governors provide good support and encourage the school's very effective links with external agencies. The many strengths identified at the time of the previous inspection have been maintained because of the desire to enable every child to learn as well as they possibly can. The same determination fuels the drive to continue to move forward.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	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	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	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	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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	Yes
Learners are educated about sexual health	Yes
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

Thank you for helping with the inspection.

You are very lucky to be able to attend such a fine nursery school. All of these things about your school are excellent.

- The way you behave and your enjoyment of learning.
- The work done by your headteacher and other adults.
- How well cared for you all are.
- The progress you make and the things you learn to do.

There is only one thing to improve.

- Teachers have started to compare how well you are learning with children in other schools but they need to do more of this to make sure that your school continues to do well.