

Jakeman Nursery School

Inspection report

Unique Reference Number	103136
Local Authority	Birmingham
Inspection number	323766
Inspection date	25 June 2009
Reporting inspector	Marion Wallace

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

Type of school	Nursery
School category	Community
Age range of pupils	3–4
Gender of pupils	Mixed
Number on roll	
School (total)	81
Appropriate authority	The governing body
Chair	Jamila Khatoon
Headteacher	Baljit Chaudhri
Date of previous school inspection	4 July 2006
School address	Jakeman Road Balsall Heath Birmingham B12 9NX
Telephone number	01214 403066
Fax number	01214 408310

Age group	3–4
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The nursery provides for children in the local area. Children attend the school full time for one year before joining the Reception class in local primary schools. Most children are from minority ethnic backgrounds, with the majority being Pakistani. The number of children with learning difficulties and/or disabilities is average. Many children starting school do not speak English as their first language. The school is part of the 'Early Years Centre', and provides integrated care with on-site pre-school and community provision. The number of children eligible for free school meals is high. There is access to the setting for those with restricted mobility.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The overall effectiveness of Jakeman Nursery is good. It meets the needs of all children well. They thoroughly enjoy their time at the nursery and develop a positive attitude to their learning because it is a caring, inclusive community and relationships are very good. Parents are extremely supportive and appreciative of the care their children receive. One parent summed up the views of the vast majority, saying, 'My child loves going to school every day and comes home happy, speaking fondly of all the enjoyable experiences. Children make good progress and learn to interact with each other because staff do a fantastic job. Children develop confidence in themselves and this will help them in the future.'

Children's achievement is good during their year in the nursery. They experience good teaching and, consequently, the majority of children's attainment is broadly average in all areas of learning by the time they leave the nursery for the Reception class in local primary schools. The school recognises individual strengths and differences and supports every child well. Children who do not speak English as their first language are well supported and they make good progress in all areas of learning. Children who have learning difficulties and/or disabilities make the same good progress as their peers. Preparation for their future is good. They are encouraged to write notes and letters home posting them in the school post box. They use computers and plastic money in the shop.

Children's personal development and well-being, together with their spiritual, moral, social and cultural development, are good. Relationships are very strong and, consequently, attitudes are positive and behaviour good. Children learn to play alongside and with each other well. There are good arrangements to ensure children stay safe and healthy and take part in their community. Children learn to make a positive contribution to their school and develop good awareness of local, national and global communities because the school's promotion of community cohesion is good. They start to develop awareness of other cultures, ethnicity and religions celebrating festivals, raising money for Children in Need and Comic Relief and sampling food from other countries. The quality of provision is good. All children are helped to learn and develop effectively because they enjoy all the activities planned for them and adults challenge and extend their learning well. Children are encouraged to take responsibility, organise themselves and learn new skills. There is a sensible balance between activities the children choose for themselves and those led by the teacher. Effective use is made of the attractive outside area but opportunities for children to develop balancing, climbing and swinging are less well developed. The school has identified the need to develop more outdoor resources so that children can benefit from the full potential of the outside area in all areas of learning.

Good teaching and well-planned, enjoyable activities help children make good progress in all aspects of their learning. Not all teachers, however, use assessment as well as they could to plan activities to match the needs of all children closely. The welfare of children is promoted effectively and all safeguarding, child protection and risk assessment procedures meet current statutory requirements. The good leadership of the headteacher and senior leaders has successfully improved the learning environment. Senior leaders have a good understanding of the school's strengths and areas to develop. Jakeman has good capacity to improve and has made good progress since the last inspection. Partnerships with parents and other providers are strong. Governors are supportive and involved in improvements but not all governors have developed the skills and knowledge necessary to challenge the school.

What the school should do to improve further

- Develop the outdoor learning environment so that all areas of learning are promoted equally well.
- Ensure all teachers use assessment to plan more closely for individual needs of all children.
- Ensure all governors keep up to date with new training and challenge the school.

Achievement and standards

Grade: 2

Most children enter the nursery with the skills and knowledge below those expected for their age. All children make good progress in most areas of learning and very good progress in their personal, social and emotional development. By the end of the year, attainment is broadly average in all areas of learning. Teachers challenge children well and expectations are very clear. This contributes to the good progress they make. For example, in their role play as 'International Super Heroes' a group of children were challenged to undertake a rescue job. They rose to the challenge, cooperating well in their task to rescue a traveller in distress and organising their transport on tricycles to the scene of the accident.

Progress in communication, language and literacy, and mathematical development is good. More able children write their own name and recognise numbers and shapes. Children develop a wide range of skills and use a variety of materials creating attractive pictures. They are encouraged to use their imagination and suggest ideas to create the 'Secret Garden', 'Pirate's Ship' and the 'International Heroes Den'. Children make good progress in knowledge and understanding of their world. They observe live caterpillars and snails and learn to look after them. Attainment in physical development is limited by lack of climbing, swinging and balancing equipment.

Personal development and well-being

Grade: 2

Children's enjoyment of school is reflected in their positive attitudes and good behaviour. Attendance is broadly in line with the national average. Children learn to consider the needs of others because the school provides a wide range of opportunities for this, and they show real joy and care for the caterpillars and snails. They enjoy taking Thornton Bear home for the night with his toothbrush; this not only encourages them to clean their own teeth but to consider looking after others and sharing the experience the next day. Children learn how to stay safe and healthy, for example putting on sun hats and gardening gloves before planting out the plants. They develop good awareness of eating healthily and taking exercise. They enjoy the fruits that grow in the school grounds and munch happily on a range of healthy snacks such as cucumber, tomato, melon and raisins. When asked about the snacks, one boy said, 'I like cucumber because it is good for you, it has vitamins, it helps you grow.' The weekly dance and exercise sessions are enjoyed by the children but opportunities for climbing, balancing and swinging are less well developed. Children learn to take care of their community, tidying up at the end of play sessions and taking part in the local community carnival.

Quality of provision

Effectiveness in promoting children's learning and development

Grade: 2

Effectiveness in promoting children's welfare

Grade: 2

Good relationships ensure children enjoy their play, feel safe and develop confidence to make progress in all aspects of their school life. Children said, 'I like it here, I like playing. I like building houses. When you fall over they always help. We see the teacher if we fall over.' Pastoral support is strong; the school works well with parents and support services to ensure children benefit from the care. Children who do not speak English as their first language receive good support, which contributes to their progress. Support for the more able children is developing well. Children are cared for well because adults have a good understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves. Children are guided to use equipment and resources safely and staff ensure that any risk is minimised. All welfare requirements of the Early Years Foundation Stage are met. Induction and transition arrangements are carefully considered, for example visiting staff from the local primary school meet and observe children joining their school in September. A good range of resources are well used. All required written policies and procedures are in place, regularly updated and well written. Not all governors have been on training courses to keep up to date with current developments.

Leadership and management

Grade: 2

The headteacher provides strong leadership and a clear vision. She is well supported by senior staff and all staff, who work well together and have high expectations, which have contributed to the school's good improvement. All staff have clear roles and they provide a strong steer to improve attainment and achievement. The school knows its strengths and staff work hard to eliminate any identified weakness. Daily routines are well established and the school runs smoothly because organisation is good. Staff have a good understanding of safeguarding aspects and policies are implemented appropriately. Monitoring and evaluation of the provision are well organised and activities and initiatives are consistently evaluated and recorded. Use of assessment information to inform daily planning, however, is less well developed. All children's records and profiles are updated regularly. The governing body provides good support but is not yet challenging enough.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective is the provision in meeting the needs of children in the EYFS?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do children in the EYFS achieve?	2
The standards[1] reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of the children in the EYFS promoted?	2

Leadership and management

How effectively is provision in the EYFS led and managed?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

26 June 2009

Dear Children

Inspection of Jakeman Nursery School, Balsall Heath, Birmingham, B12 9NX

Thank you very much for welcoming us into your school. We enjoyed watching you play, and talking to you and your teachers. We will remember how much you all enjoyed your 'Secret Garden', 'Pirate's Ship' and 'International Heroes Den'. You and your parents told us how much you enjoyed all the activities. We think Jakeman Nursery is a good school.

These are the things we liked most about your school.

- You settle in well to school and you enjoy all the activities.
- You achieve well in all areas of your learning.
- Your teachers work hard to make sessions interesting and fun.
- Your behaviour is good; you think about others, and this helps to make the friendly atmosphere in school.
- You enjoy all the activities indoors and outdoors.
- You are all learning to grow up healthy and to stay safe.
- You like your headteacher and she leads and manages the school well.
- You feel safe and well cared for because you all like your teachers very much and you know they will look after you.
- There is good support for those who need extra help, especially in learning English.
- Your school values everyone and works well with your parents.
- Your school is in a good position to be even better.

To make things even better, this is what we have asked the school to do.

- Improve your outdoor area so that you have even more opportunities to learn activities such as climbing, swinging and balancing.
- Make sure all your teachers use their observation notes on how well you are doing to plan your next activities.
- Make sure all your governors ask the school more questions.

We hope you enjoyed your trip to the Safari Park and wish you well for the future.

Yours faithfully

Marion Wallace

Lead inspector