

# Shenley Fields Nursery School

## Inspection report

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<b>Unique Reference Number</b>	103142
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323768
<b>Inspection date</b>	10 June 2009
<b>Reporting inspector</b>	Arnalena (Nina) Bee

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	0-4
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	63
Childcare provision for children aged 0 to 3 years	33
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roberta Haaroheff
<b>Headteacher</b>	David Aldworth
<b>Date of previous school inspection</b>	20 June 2006
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Farwood Road Birmingham B31 1BS
<b>Telephone number</b>	01216 753065
<b>Fax number</b>	01216 753051

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<b>Age group</b>	0-4
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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the nursery and the children's centre and investigated three main issues:

- whether children made good progress in all areas of learning, particularly in mathematical development
- the use of assessment data to track children's progress
- the extent to which the roles and responsibilities of senior leaders have been developed and how effectively they manage the provision these young children receive.

Evidence was gathered from the setting's self-evaluation form, observations of the setting at work, discussions with staff, governors, parents and children in the nursery, as well as a scrutiny of the systems used to track children's progress. School documentation and parents' questionnaires were also examined. Other aspects of the school's work were not looked at in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This nursery school and day care provider was formally established as a children's centre in 2007. An extension to their current building is in the process of completion. The setting provides full-time and part-time places for children aged three months to four years. Most children come from White British backgrounds. A small proportion of children speak English as an additional language and are at the early stages of learning English. The number of children identified as having learning difficulties and/or disabilities is average. The current headteacher has been in post for just under a year.

## 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 and children's centre. The children are provided with a caring and stimulating setting in which to learn and play. Parents are overwhelmingly supportive of the care and support that their children receive and greatly appreciate all that is offered to their children. Many parents wrote about how pleased they were with the provision provided. Parents are correct when they say that their children 'grow in confidence by the day' and 'all children are treated as individuals because emotional and educational needs are well catered for'. Practices are consistent throughout the setting and adults develop very good relationships with the children. For example, all children form a strong attachment with their key person. These stable relationships help children to develop a sense of belonging and trust. As a result, the children feel safe and secure in whatever they are doing. Most are confident to ask for support if required, such as if they need help in putting on their coat to go outside. Links between school and home are very strong. From an early age, children begin to understand the importance of eating healthily and good hygiene. Children were seen cutting up fruit for snack time after washing their hands thoroughly. They understand basic safety at school and at home and know, for example, that plug sockets are dangerous to play with, as are matches. Children assist in the smooth running of the nursery when they are given jobs of responsibility. They spoke proudly of how they help by tidying up at the end of sessions. As a result of good systems to encourage children to attend each day, attendance has recently improved. Most children attend regularly but a few still do not. Children achieve well in the nursery mainly because teaching is usually of good quality and consequently they learn effectively. Adults provide interesting, exciting and stimulating activities that capture children's interest. Enjoyment is outstanding. Children were seen carefully painting on ceramic tiles. Many painted monsters and enthusiastically spoke about their efforts. Outside, the visiting musicians worked with an eager group of young learners who explored sounds with a number of musical instruments. It is obvious from the children's responses that they really enjoy all that is on offer, especially when they are moving around taking part in activities of their own choice or involved in adult-led practical activities. Although behaviour is often exemplary, behaviour is good overall. Not all children behave appropriately during the daily, small group discussions because they find it difficult to sit, listen and take part. Occasionally, during these short sessions, adults allow a few children to disrupt the learning of others because challenging behaviour is not always managed effectively. Children start in the nursery with skills and abilities that are below those expected for their age. They make good progress. So by the time they leave the nursery, the large majority of them are working securely within the levels expected of them in most areas of learning. The progress children make is tracked well. Adults regularly assess how each child is progressing as they move through all areas of learning. All children in the setting have attractive and well put together learning journeys that clearly show the good progress they are making. Children with learning difficulties and/or disabilities generally make the same progress as their classmates. Despite this, the targets on their individual plans are not always specific to their immediate needs. The few children who speak English as an additional language also generally achieve well because they are effectively supported during the day. However, the school does not keep clear records to show how well these children are acquiring basic language skills. The younger children, who are not yet of nursery age, and those who attend the breakfast and after-school club, thrive in the relaxed yet stimulating learning environment which is provided for them. Occasionally, adults who work with the younger children sometimes miss opportunities to extend or develop their language skills. The good curriculum is enriched greatly

by visitors invited into school and interesting visits out into the local area. In addition, they are taken further afield to places like Weston-super-Mare where children can experience a seaside setting. The outdoor provision is good and, because of recent building, is being developed further. It offers good opportunities for children to explore using their own ideas in imaginative ways. The setting makes good provision for the welfare of all children and fully meets statutory safeguarding requirements. All aspects of the nursery, wraparound and day care provision are underpinned by rigorous systems which ensure that children learn and play in a healthy, safe and secure environment. Parents say that all children are made to feel special and important, and they are right. The excellent links with external agencies means that help is readily available for children with specific needs. Parents and carers are always welcome in the setting and they say that induction procedures are very good. As a result, children quickly settle into life away from home. Strong links with local schools enable children to visit in advance and be well prepared for when they move on. The headteacher has a very clear vision of what is needed to develop the setting and has got off to a rapid start since his appointment at the start of the academic year. He values the work of all adults and consequently, relationships between adults are excellent. Senior leaders and managers are supportive and all have a clear understanding of their roles and responsibilities. All are effectively involved in the work of the school. Monitoring and self-evaluation systems are good. Governors are well informed by the headteacher and so are able to suitably support and challenge the school in its work. The setting's contribution to community cohesion is satisfactory. There is a good understanding of what is required to promote community cohesion but this is not yet well enough documented or reviewed. The focus on problem solving, number and reasoning has resulted in progress improving in children's mathematical development since the previous inspection. There has been a strong focus on the importance of adopting healthy lifestyles which has resulted in the school recently receiving a Healthy settings award. In addition, the introduction of the Family Support team has strengthened links with parents. Both issues from the previous report have been addressed and these recent successes indicated that the capacity to improve is good.

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

- Ensure that there are clear procedures to show how well children who speak English as an additional language are progressing as they acquire basic English skills.
- Make certain that the plans for children with learning difficulties and/or disabilities always contain targets that accurately meet their immediate needs.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	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?	1
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do children in the EYFS achieve?</b>	2
The standards[1] reached by learners	2
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

<b>How good are the overall personal development and well-being of the children?</b>	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	1
The attendance of learners	2
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

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

## Leadership and management

<b>How effectively is provision in the EYFS led and managed?</b>	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?	3
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	2
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**

11 June 2009

Dear Children

Inspection of Shenley Nursery School and Children's Centre, Birmingham, B31 1BS

Thank you for making us so welcome when we came to visit you recently. We really enjoyed talking to you and looking at all the exciting and interesting things you do. Your school is good and helps you do well in your learning.

These are the main things we found out about your school.

- We could see by your smiling faces that you all really enjoy coming to school.
- Your school is a friendly and welcoming place in which to work and play.
- You are well cared for and those who look after you at home agree with us.
- The adults plan interesting activities for you to take part in, both in the classroom areas and outside.
- It was lovely to see you having so much fun with the visiting musicians who come in to work and play with you.
- By the time you leave the nursery, you are well prepared for your next school.

We have asked the school to do two things to improve the education you receive.

- Make sure that adults check the progress more carefully of the few children who speak English as an additional language.
- Make certain that the children who have special plans to help them improve have their most important targets identified.

Keep working hard and having fun as you learn.

Best wishes

Nina Bee

Lead inspector