

# Cruddas Park Nursery School

## Inspection report

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<b>Unique Reference Number</b>	108428
<b>Local Authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	324766
<b>Inspection dates</b>	25–26 June 2009
<b>Reporting inspector</b>	Linda Buller

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lin Simmonds
<b>Headteacher</b>	Helen Cavanagh
<b>Date of previous school inspection</b>	1 April 2006
<b>School address</b>	Brunel Terrace Newcastle upon Tyne Tyne and Wear NE4 7NL
<b>Telephone number</b>	0191 2736682
<b>Fax number</b>	0191 2721232

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<b>Age group</b>	3–4
<b>Inspection dates</b>	25–26 June 2009
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

The Nursery is part of an Early Years Centre, which serves a socially and culturally diverse community whose make-up is continually changing. The area is one of significant economic deprivation and is currently undergoing substantial redevelopment. Children attend the Nursery full-time from the beginning of the term in which they become three. The percentage of children from minority ethnic backgrounds continues to increase year on year, with a growing number of children who are learning to use English as an additional language. A small number of children have been identified as having learning difficulties and/or disabilities. The Nursery offers a range of other activities, support and facilities to parents and community groups as part of its extended provision. This includes drop-in sessions for parents, innovative evening street play activities within the local community and a 16 place after-school provision for children who have moved on to the next stage of their education. In the absence of the headteacher, an acting headteacher took up post in March 2009.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The Nursery provides an outstanding start to children's education. Staff have an excellent understanding of how young children learn and use this knowledge to ensure that all benefit from consistently high quality provision for their learning and development. The school has fully integrated the Early Years Foundation Stage guidance for children from birth to five years with everyday practice. Staff examine how each child learns and organises the activities and experiences every one needs to thrive and achieve. A happy and extremely well resourced environment has been created which is alive with activity and excitement. From the moment they arrive each day, children are fully engrossed in the vibrant and stimulating curriculum. Excellent teaching guides and supports children in pursuing their own interests. A key strength of the provision is the way in which adults interact with children. All staff are highly skilled at asking open-ended questions which nurture and support rather than direct their learning. From low starting points on entry to Nursery, children's achievement is excellent. As a result, when they leave the Nursery most children are generally working within the levels expected for their age in all areas of learning.

Staff look after the children in their care exceedingly well in a welcoming and friendly atmosphere where parents are highly valued as partners in their children's learning. As one parent stated: 'My only regret is that my child cannot stay here until he is eighteen.' The excellent links with outside agencies, such as the speech and language service, ensures that extra support for individual children is readily available when required. Children thoroughly enjoy Nursery as shown by their excitement and eagerness to take part in the activities offered to them. Behaviour is excellent because there is no reason to misbehave with so many interesting things to explore. Children love being outside and confidently learn to take risks in a supervised environment. They know how to keep safe as can be seen in their sensible use of the adventurous outdoor equipment. They are very keen to try the healthy foods which they grow in their own garden. They understand hygiene routines and follow them carefully. Lunchtimes are sociable occasions. However, opportunities are missed to continue the excellent quality of interaction used to further children's personal skills seen during the rest of the Nursery day.

Outstanding leadership and management are at the heart of the school's success. Self-evaluation is very rigorous and the governing body are actively involved in all aspects of school life. All staff are effectively involved in identifying the school's strengths and weaknesses and in planning work to drive improvements. Improvement since the last inspection has been outstanding as is the school's capacity to develop further. The emphasis placed on addressing issues for improvement has led to highly effective systems for monitoring provision and tracking children's progress. Analysis of this information is very effective and is used exceptionally well to adjust curriculum provision, to set targets for children's learning and to ensure that support is given to those with learning difficulties and/or disabilities. For example, research projects carried out by early years practitioners into issues such as boys' learning and the impact of the drop-in sessions provided for parents and children who have not yet started Nursery demonstrate exemplary practice. This quality of practice is a significant contributory factor in children's outstanding achievement. Promotion of community cohesion is outstanding and a strength of the school of which staff are rightly proud. Everyone in school is treated equally and fairly, and helped to appreciate and value the range and diversity of people's backgrounds and circumstances. Children have an exceptional understanding of other cultures in this country and worldwide. They particularly enjoy the celebrations of festivals when they dress up and

are given the opportunity to eat different foods. The school is highly successful in reaching out to groups within the local area providing a wide range of support and learning opportunities for people of all ages. The after-school club provides opportunities for those who have moved on to their next stage of education to return and extend their learning through activities which are well matched to their individual needs and build well on their daytime experiences.

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

- Ensure that children's personal skills are as exceptionally well developed during the lunchtime arrangements as they are on all other occasions during the day.

## **Achievement and standards**

### **Grade: 1**

Children join the Nursery with skills and abilities well below those typically found for children of their age especially in their language and communication skills. Regular language activities, such as learning letter sounds, prepare children exceptionally well for reading and writing. They love hearing stories and use what they have heard as a basis for creating their own. Every opportunity is taken to encourage children to recognise numbers and to practise counting, such as singing rhymes and when going up and down stairs to access group rooms or the outdoor area. A strong curriculum emphasis on investigation, community and their place within it ensures children make excellent progress in their knowledge and understanding of the world. All children, including those who have learning difficulties and/or disabilities, the more able and those who are at the early stages of learning English, make exceptional progress due to high quality provision and timely support for their individual needs. By the time they leave, most children are working securely within the levels expected of them in all areas of learning.

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

### **Grade: 1**

Children's personal development and well-being are outstanding due to the first-rate provision for independent learning and welfare arrangements. They are helped to develop a love of learning that equips them extremely well for their next stage of education. Their spiritual, moral, social and cultural development is excellent. Children show great respect for the different traditions and beliefs of the wide variety of ethnic groups represented in the school. In so doing, they make a very good contribution to the life of the school and the local community. Behaviour is outstanding because the children are never bored. They thoroughly enjoy taking energetic exercise when they make full use of their outdoor area. Healthy eating is part of their routine at snack times and when using the vegetables grown in their own garden to create pizzas to share with their friends. Opportunities are missed during lunchtimes to promote further their personal skills. Children demonstrate mature attitudes for their age in caring for one another and fully understand the routines that are in place to ensure they are safe and secure. Attendance has improved since the last inspection and is now good.

## **Quality of provision**

### **Effectiveness in promoting children's learning and development**

#### **Grade: 1**

Teachers and other staff provide an exceptional range of activities which meet the individual needs of each child. As a result, all children have an outstanding range of learning opportunities

to explore both indoors and outdoors. They learn to play with others in an atmosphere of fun and support. Excellent staffing levels mean that there is nearly always an adult on hand to promote learning and ensure that the right level of challenge is provided almost all the time. Expert observations of children lead to excellent planning which clearly states how to challenge children's thinking, and suggests ways that the learning could go, depending upon children's interests and responses. This ensures that children develop into increasingly independent learners who can make decisions and organise themselves well.

## **Effectiveness in promoting children's welfare**

### **Grade: 1**

All aspects of the Nursery, including drop-in sessions, after-school provision and street play are underpinned by rigorous systems to ensure children's health, safety and well-being. All the recommended procedures for safeguarding children are in place. Induction arrangements are excellent and ensure that children settle quickly into everyday routines, while growing and flourishing in a very welcoming and stimulating environment. The pastoral support for children and their families is excellent. The key worker system ensures that staff know the children very well. All the children and their parents know exactly who to turn to with any problems. Parents say they really appreciate the approachability of all staff and the excellent information they receive about all aspects of their children's learning and development.

## **Leadership and management**

### **Grade: 1**

Under the leadership of the acting headteacher, the Nursery continues to operate at a very high standard. Staff are passionate about providing high quality care and support for children and their families and this is reflected in all aspects of the Nursery's work. The outstanding shared sense of purpose among all adults working in the school ensures that all children whatever their background or ability are enabled to reach their full potential as responsible individuals and as learners. Leaders at all levels, including governors, have set challenging targets for future development, based on highly reflective self-evaluation. There is an excellent range of resources and every inch of the school site is used to maximum effect. Monitoring and analysis of children's progress is exemplary and is central to the excellent start children make to their learning. The school's commitment to the local community and in helping children learn about others in the wider world is excellent.

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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>	1
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	1

**Achievement and standards**

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

**Personal development and well-being**

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

**The quality of provision**

<b>How effectively are children in the EYFS helped to learn and develop?</b>	1
<b>How effectively is the welfare of the children in the EYFS promoted?</b>	1



## Leadership and management

<b>How effectively is provision in the EYFS led and managed?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

29 June 2009

Dear Children

Inspection of Cruddas Park Nursery School, Newcastle upon Tyne,

NE4 7NL

Thank you for welcoming me to your Nursery. I very much enjoyed the time I spent with you. I think your Nursery is outstanding. The activities staff plan for you and the way they help you to learn are excellent. It was great to see how much you enjoy learning and playing outside whether it is sunny or raining because there are so many exciting things for you to do. The grown-ups do a really good job in keeping you safe by checking on anything that might be a danger.

You look after one another very well; I saw lots of good listening and excellent behaviour. Your teachers are very good at checking how well you learn new things. You can take care of yourselves, choose your own things to do and are doing exceptionally well in learning to read, write and count. By the time you are ready to leave the Nursery, you can do all the things that children of your age should be able to do.

Even though your Nursery is outstanding I want to help it to be even better.

- I have asked your school to make sure that during lunchtimes you continue to learn as well as you do during the rest of the Nursery day.

You can help with this by continuing to try new and healthy foods, developing good table manners and talking about your learning to the adults who look after you.

With best wishes for your future.

Yours faithfully

Linda Buller

Lead inspector