

# Otley Street Nursery School

## Inspection report

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<b>Unique Reference Number</b>	121269
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	327442
<b>Inspection dates</b>	15–16 January 2009
<b>Reporting inspector</b>	Rosemary Rodger

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>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gordon Fothergill
<b>Headteacher</b>	Mrs Patricia Lord
<b>Date of previous school inspection</b>	23 November 2005
<b>School address</b>	Otley Street Skipton North Yorkshire BD23 1ET
<b>Telephone number</b>	01756 793075
<b>Fax number</b>	01756 709502

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a small nursery school situated in the centre of Skipton. Children attend the Nursery from the nearby locality and from outlying villages. The community has favourable social and economic circumstances. Almost all children are of White British heritage. A very small number of children have learning difficulties and/or disabilities. Attendance is part-time on a flexible basis. The headteacher has been in post for a term.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Otley Street Nursery School is a good school. It has outstanding features in the personal development and well-being of its children. The good level of care and concern for the individual needs of all children is strongly reflected in parents' comments. For example, 'my child is provided with an excellent start in a welcoming and friendly atmosphere', and 'my child is eager to learn and has come on in leaps and bounds.' Children make good progress in all areas of their learning. The headteacher is working very well with colleagues to bring about good improvements to the range of activities provided for children both inside and outside. The strong team spirit and shared endeavour are palpable in everything that goes on in the Nursery. Parents express high levels of satisfaction at the way the headteacher is leading the school.

The children are confident learners, they show initiative and enjoy playing together, often showing quite remarkable ability to take on roles, for example, in the home corner as parents and siblings. Lunchboxes are full of wholesome, healthy snacks and daily outdoor learning ensures children are healthy and fit. Parents are closely involved if there are concerns about the needs of individual children. However, parents do not regularly come into the Nursery to work alongside their children. The majority of parents are quite happy with this situation, but a small number say they would like to do this on a more regular basis. Many parents make use of all the formal invitations to visit their child's key worker and to attend various performances such as the Nativity and a Mothers' Day festival in a local church.

Children make good progress in learning and are encouraged to have positive attitudes to it. Adults are developing a better understanding of how to plan activities so that children learn to make their own choices and to do some things for themselves. For example, finding and reading their name card as part of newly introduced self-registration at the start of each session. Detailed assessments are made of individual children's progress and these contribute well to the individual 'learning journeys' compiled for each child. Children have someone to turn to if needed because all adults are suitably deployed inside and outside. Teaching is good. However, teachers' plans do not yet show clearly how the more able children have their additional needs provided for. Currently, the displays around the Nursery do not reflect the recently introduced emphasis on independence and the range of choices that children have when engaged in a creative activity.

Committed staff ensure there is a good level of care and safety for the children. Risk assessments are well managed and all aspects of safety are dealt with competently. The dynamic leadership of the headteacher promotes a common sense of purpose. Self-evaluation reflects an accurate and honest appraisal of the Nursery's strengths and areas that still need to improve. Governors play a critical role in supporting and challenging the headteacher. The headteacher has achieved a great deal in a short time, for example, developing a partnership with the nearby Children's Centre and increasing resources for the Nursery. The Nursery runs smoothly on a day-to-day basis. It provides good value for money and, based on the improvements since the last inspection, has a good capacity to improve further.

### What the school should do to improve further

- Identify in lesson plans how the more able children will be effectively challenged.
- Provide more opportunities for parents to help in the Nursery.
- Improve the quality of displays to celebrate the individual work of the children.

## **Achievement and standards**

### **Grade: 2**

Children start in the Nursery with skills and knowledge that are generally in line with age-related expectations. They continue to achieve well and make good progress towards the early learning goals. The children make exceptional progress in developing their personal, social and emotional skills. They make good progress in all other areas of learning. A small number of children with communication and speech difficulties make particularly good progress, as a result of the systematic support provided by a specialist speech and language therapist. The children are confident and chat with each other about matters of immediate interest, for example, practising and counting press-ups to keep fit for the 'Olympics'. Counting, recognising numbers and recording their scores as they play skittles demonstrates good progress towards their early literacy and numeracy understanding.

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

### **Grade: 1**

Children's personal development and well-being are outstanding. Children are enthusiastic and raring to get started as they begin each session and quickly join in with their friends, cooperating and sharing, whether it be making a jigsaw or taking part in the role play in the home corner. They quickly learn the importance of excellent behaviour and show great diligence as they put away their toys or listen to instructions. Parents confirm their children's good progress by comments such as, 'Fantastic! It's amazing the way my child has grown in confidence.' Children are encouraged to share their feelings, for example when they discuss how they are going to care for the hamster and look out for each other in their play. Children sit quietly and attentively in small group sessions, but many have the confidence to take part and sing with gusto and enjoyment. Opportunities for active play outside are regularly provided and extremely healthy snacks and packed lunches help children to make sensible eating choices. Recent reorganisation of daily routines means there are now plentiful opportunities for children to develop excellent levels of independence, for example, choosing when to have a fruit snack or whether to play inside or outside.

## **Quality of provision**

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

#### **Grade: 2**

Children's learning and development are good. They quickly settle to a range of worthwhile learning, sometimes playing independently or supported by an adult. Self-registration starts this off well as the children find and read their name card. At times, some activities do not provide enough opportunities for children to choose. For example, when children were making models of penguins and snowmen, a wider range of colours and textures could have been made available. Planning is developing well and ensures that all children, including those with learning difficulties and/or disabilities can succeed. Assessment arrangements are good. The staff record individual progress against statements of learning at regular intervals throughout the year and this ensures that the teachers' planning is secure. In addition, adults compile photographic records of children's achievements to be shared with parents. Adults are well deployed inside and outside and there is an improving range of learning covering all areas of learning outside. Individual staff use their talents to ensure that all children achieve as well as they can and that

what they do is matched well to their capabilities, although this is not yet always reflected in planning for the more able and older children. Parents are very supportive and have some opportunities to attend concerts and come in to discuss their children's progress. However, they are not currently encouraged to volunteer their talents or to spend time supporting their children in the Nursery.

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

#### **Grade: 2**

The staff are committed to ensuring there is a good level of care for the children. All staff have received recent training to bring them up to date with, and to enable them to, implement the most recent requirements regarding children's welfare. The Nursery is secure and safe. Health and safety requirements are exemplary and recognised in a local authority award. There is effective support for children with additional learning needs. The Nursery works closely with external agencies to ensure that children are well cared for. Arrangements to safeguard children meet requirements.

### **Leadership and management**

#### **Grade: 2**

Leadership and management are good. The headteacher has sensitively, and in full consultation with staff, made several successful changes to the organisation of the EYFS curriculum and daily routines. Teamwork is strong and there is a cheerful and optimistic feel in the Nursery. It is very inclusive with all children valued and their individual needs mostly well met. Self-evaluation accurately reflects the needs of the setting and improvement targets are well in line to be achieved by the end of the year. A close partnership with a neighbouring Children's Centre is fruitful and beginning to benefit the Nursery and provide additional support for parents and families when need be. Community cohesion is good. There are many opportunities for the Nursery to be involved in the local community, for example, through a 'maths' trail with parents, a Mothers' day service and links with other schools in Skipton. Good use is made of the immediate area for walks to various shops to purchase items for the Nursery.

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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

<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?	2
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
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	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?	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	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**

Thank you all very much for the lovely time I had inspecting your Nursery recently. I agree with your parents that you enjoy everything you do and that your Nursery is really good.

What is good about your Nursery is:

- you enjoy learning inside and outside
- you achieve well and behave exceptionally well
- everyone looks after you and ensures you are safe
- you are all well cared for and parents say you are safe in the Nursery
- all the adults who care for you work very hard to make learning fun.

I have asked that the Nursery makes sure that you are all encouraged to learn as well as you can by making sure activities really make you think very hard and give you lots of choice. I have also asked that your work is displayed for everyone to see and celebrate. Some of your parents said they would like to come and work with you in the Nursery. I think this would be a good idea.