

# Evesham Nursery School

## Inspection report

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<b>Unique Reference Number</b>	132104
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	328665
<b>Inspection date</b>	10 June 2009
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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>	Community
<b>Age range of pupils</b>	3-4
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Faith Quin
<b>Headteacher</b>	Naomi Christelow
<b>Date of previous school inspection</b>	1 June 2006
<b>School address</b>	Four Pools Road Evesham WR11 1DG
<b>Telephone number</b>	01386 423 118
<b>Fax number</b>	01386 422 590

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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the nursery and investigated the following issues.

- The role of the leadership and management in maintaining the quality of provision.
- The progress of different ability groups of children in acquiring basic skills of literacy, numeracy and information and communication technology.
- The school's contribution to community cohesion.

Evidence was gathered from a wide range of nursery documentation, lesson observations, and interviews with the headteacher, staff and governors. Interviews were also held with parents and children. Other aspects of the school's work were not investigated in detail, but 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 is the only local authority nursery in the locality. It provides part-time family sessions for eight two-year-old children and offers breakfast and after-school clubs to families from a nearby first school. The nursery is a research centre providing opportunities for practitioners from other settings to carry out projects. The nursery is also a registered centre for NVQ assessment and validation.

## 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 quality of education for the children. Parents are overwhelmingly supportive. One commented: 'A great school, a delightful introduction into education where children grow from strength to strength.' Another wrote: 'A fantastic school which puts children at the centre of everything.' Yet another commented: 'I can hardly recognise my child who has become amazingly confident in such a short time.' These comments are typical of parents.

Children join the breakfast club early in the morning where they are greeted with a welcoming smile, a nutritious breakfast and a range of activities to get them focused for the morning and afternoon. Children move around the classroom, eagerly choosing a starting point for learning. Once this has been established, staff focus their observations on what these children can do and, with exceptionally pertinent interventions, guide them in developing their acquisition of knowledge and skills. This is what contributes to children's outstanding progress.

- Teaching and learning are outstanding. 'Do you think hot or cold water will melt jelly
- ' asks a teacher when developing children's emerging scientific skills of hypothesis. Every answer is accepted and possibilities tried out. Teaching is characterised by the staff's expert knowledge of how children learn, secure planning built around a very good knowledge of each child's learning style, and excellent relationships which enable children to feel secure in trying out new things. Modelling of new vocabulary and high levels of support encourage children's rapid development.

A fantastic range of resources, especially in outdoor play, and a rich curriculum meticulously planned to meet all children's needs extend their opportunities in learning. Children start nursery with skills and knowledge expected for their age and, on entry to Reception, they exceed the levels of attainment expected of four-year-olds, especially in speaking and listening. The only aspect of improvement needed is to provide more opportunities for children to record their learning by writing down what they have done both in communication, language and literacy and problem solving, reasoning and numeracy.

The nursery's provision of a 'forest school' is superb. These exquisite learning opportunities enable children to develop their love of the outdoors with all the possibilities of adventurous play. Children explore new ideas such as making bread around a campfire and extend their physical and social skills as they explore the natural world. The learning opportunities provided are outstanding and contribute to children's first-rate personal development and well-being and spiritual, moral, social and cultural development. As a result, children's personal, social and emotional development is much higher than expected for their age. Each child is taught as an individual and levels of support are adapted according to their needs. Children with learning difficulties and/or disabilities are extremely well supported and the very few children learning to speak English as an additional language make rapid progress because of high levels of encouragement from staff and parental involvement. Each child's personal needs are discussed and strategies for help are offered. Staff have identified children who are gifted and talented and provide extension activities to support their learning.

Welfare arrangements are outstanding. Children are very carefully guided and supported. Safeguarding procedures meet government requirements and risk assessments are regularly undertaken. Parents are very happy with all safety and welfare arrangements for their children. Children behave exceptionally well as a result of very secure routines and clear expectations.

Attendance is good. Children recognise that they must respect each other's feelings and they have a high awareness of what is right and what is wrong. They know how to stay safe and take great care in putting on their wellington boots when accessing the outdoors in inclement weather. As Evesham's Healthy School award attests, the children's knowledge of healthy eating is outstanding and they grow their own vegetables for lunch club. Their emotional development is particularly strong because they articulate their needs. Community cohesion is good. Children make a good contribution to both the nursery and the local community. They celebrate the main religious festivals and are learning French but do not have sufficient awareness of or links with countries outside Europe. This is an aspect which the headteacher and staff are currently working on. The nursery contributes to the community by running many training courses for students. Children achieve economic well-being by making exceptional progress in their learning of literacy, numeracy and information and communication technology skills. Their social skills and teamwork are first rate.

The leadership and management of the nursery are outstanding. Governors have excellent knowledge of the strengths and areas for development of provision. They execute their role of critical friends very well. The excellent provision described in the last inspection has been maintained and built upon. Staff are constantly improving their practice and many research projects are being undertaken by students, staff and visitors to the nursery. Links with local schools, including a special school, are excellent, with many ideas both sought and shared. The headteacher is in the process of aligning all aspects of the nursery's provision to government guidelines and recommendations so that governors will have even more information on the cost effectiveness of their spending decisions. At present, the school development plan is not sufficiently well linked to children's academic outcomes. The nursery is at the heart of the local community and is a centre of excellence which pioneers best practice. Based upon its continuing success it is evident that the capacity for improvement is excellent.

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

- Provide more opportunities for children to record their learning, especially in communication, language and literacy and problem solving, reasoning and numeracy, so that they can further develop their writing skills.
- Develop links with countries outside of Europe so that children can have a greater awareness of global communities.

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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>	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	2
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	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	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	2
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?	2
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**

11 June 2009

Dear Children

Inspection of Evesham Nursery School, Evesham WR11 1DG

We could see that you thoroughly enjoy learning and love your nursery. Your parents are correct in telling us that you go to a fantastic nursery. Here are some things we found out.

- You make excellent progress, especially in learning how to play with one another, speaking and listening, reading and number.
- You behave very well and you are exceptionally polite and caring.
- You are very healthy eaters and your vegetable patch is a great success.
- You are very well prepared for life in Reception class.
- Your learning in the 'forest school' is outstanding. We thoroughly enjoyed watching you learn outdoors.
- Your headteacher, governing body and teachers do an excellent job at looking after you and you are safe and happy.
- There is an excellent relationship between the nursery and your parents.

We have asked your headteacher, governing body and staff to help you even more in your learning by giving you more opportunities to write and record what you do during your exciting day. We have also asked your headteacher to provide more opportunities for you to learn about life in other countries. You can help by asking staff to help you write down what you have learnt and by asking about how people live in other countries.

Thank you for helping us in our work and for giving us the opportunity to see your work in the 'forest school'.

Good luck in the future.

Yours faithfully

Bogusia Matusiak-Varley