

# Adderley Nursery

## Inspection report

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Unique Reference Number	103140
Local Authority	Birmingham
Inspection number	336016
Inspection dates	24–25 September 2009
Reporting inspector	Sue Hall

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

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Type of school	Children's centre
School category	Community
Age range of pupils	0–5
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Mr David Hutchings
Headteacher	Mrs Jackie White
Date of previous school inspection	11 July 2007
School address	1 St Saviour Road Saltley Birmingham B8 1HN
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## Introduction

This inspection was carried out by two additional inspectors. The lead inspector visited eight activity sessions, and held meetings with the headteacher, senior staff and a representative of the governors. The lead inspector also looked at documents including assessment and monitoring information and minutes of the governing body. Inspection questionnaires were scrutinised, including 14 from parents and one from a member of staff. The nursery decided not to use the inspection questionnaire because of the young age of the children, but account was taken of their opinions in discussions with them.

The inspection reviewed many aspects of the nursery's work. It looked in detail at the following:

- Whether all groups of children, and particularly those who are more able and boys, achieve as well as they can.
- If the personal development of the children is well supported in all areas.
- Whether the quality of the curriculum is effective in meeting the needs of all the children.
- If the monitoring of the work of the school is sufficiently rigorous to identify areas for further improvement.

## Information about the school

Adderley Nursery provides full and part time provision for children aged three and four, together with groups aged two to three and small numbers of children aged from birth to two. The setting is designated as a children's centre and also provides an extensive range of integrated services and day care facilities for families and young children from birth onwards. These are to be inspected separately. The large majority of children are from families of Pakistani heritage and many initially are at the early stages of learning English. Home languages include Urdu, Punjabi, Mirpuri and Bengali. An above average proportion of children have special educational needs and/or disabilities, including general learning difficulties, sight and hearing impairments. The nursery holds an award for its work as a Healthy Setting. The headteacher had been in post for exactly one year at the time of the inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

## Main findings

Adderley Nursery provides a good quality of education. There are several outstanding features in key areas of the curriculum, pastoral care and personal development. The nursery was previously an early excellence centre and well regarded for some years in the local community. The recently appointed headteacher provides excellent leadership and is driving further improvement. Very accurate and effective self-evaluation procedures result in the setting having a clear view of its effectiveness. This ensures that long-standing strengths have been maintained, together with a more recent focus on other areas. Therefore there is good capacity for further improvement.

Children enter the nursery with very mixed early experiences. A small number have attended the setting's baby unit through social services referrals and several more the unit for children aged two and three. However, many enter the nursery with few formal learning experiences and some have little knowledge of life beyond their immediate family. Many initially have limited skills in speaking English. Therefore, the children have knowledge, skills and understanding that are often below or well below the expectations for their age. Because of good teaching all children in different parts of the setting make progress that is at least good. A significant number make excellent progress, particularly in their personal, social and emotional development.

Children develop an excellent understanding of how to lead a healthy lifestyle and how to keep themselves and their friends safe. Their spiritual, moral, social and cultural development is excellent, as seen in the awe and wonder created when looking after giant snails and things that grow. There are well-organised systems to collect information about the skills the children have and the progress that they make. The curriculum is outstanding and excellent use is made of the impressive outdoor learning area, which is a key strength of the setting. The care, guidance and support of children are outstanding, and this enables them to settle well and grow rapidly in confidence.

Leadership and management are good. The staff team are reflective and are working hard to ensure further improvement. However, there are very few resources for information and communication technology (ICT) for the children or staff to use, and this is hindering children's progress in areas such as developing writing skills. Governors support and challenge the staff well. Safeguarding procedures are satisfactory and children are kept safe. However, the management of such information is not always sufficiently rigorous to ensure that it fully meets current

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requirements.

## What does the school need to do to improve further?

- Ensure that all safeguarding information is up to date and accurate and that the checks made of procedures are carried out rigorously.
- Extend the resources for ICT to ensure that the children and staff develop their abilities in using computers to extend skills across the curriculum.

## Outcomes for individuals and groups of children

2

It was clear from the sessions observed that although children have mixed early learning experiences, they settle well to the warm and welcoming environment in the different units in the nursery and make considerable progress in all areas of their early development. Many initially lack either the confidence or skills to communicate with others. The large number at the very early stages of English and those with dual language skills plus the few of White British heritage all make progress that is at least good. Children with additional needs also make good progress towards their individual targets. When they leave the nursery, overall skill levels are close to the expectations for their age overall. This helps children from all backgrounds and of all abilities prepare well for their future.

The initial focus during this early part of the year is on helping the children settle to new routines. With excellent pastoral care, progress in the area of personal, social and emotional development is outstanding. From being timid and quiet children who often just watch others, many become confident and happy learners who hugely enjoy their time at the nursery. Children develop their physical skills very well, as seen when manoeuvring wheelbarrows and climbing in, on and under large equipment. Progress in developing their knowledge and understanding of the world is also excellent in areas related to living and growing things. However, with limited numbers of computers their skills in ICT are limited.

Speaking and listening skills develop very well and this helps children's creative development, particularly in imaginative play. As they become more settled, the focus in activities turns more to developing skills, including early reading and writing. Information indicates that progress in this area is generally good but occasionally opportunities are missed to develop such skills further, especially for the more able children. Progress in the development of problem solving, reasoning and numbers is good.

Children's behaviour throughout the nursery is excellent because the staff have high expectations of them which most are keen to live up to. Many understand the difference between right and wrong and know how to keep themselves and others safe even when they become excited. They know that the fruit and vegetables that they grow at nursery are good for them and that exercise and fresh air help them to grow stronger. Children make a good contribution to the nursery community and

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help take responsibility for tidying up and putting things away. Attendance is satisfactory and the school works well with families to understand the importance of regular attendance and punctuality.

*These are the grades for children's outcomes*

Outcomes for children in the Early Years Foundation Stage	2
Children's achievement and the extent to which they enjoy their learning	2
Taking into account:	
Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
The extent to which children feel safe	1
Children's behaviour	1
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	2
The extent to which children develop skills that will contribute to their future economic well-being	2
Taking into account:	
Children's attendance <sup>1</sup>	3
The extent of children's spiritual, moral, social and cultural development	1

### How effective is the provision?

Teaching is good and enables children of all abilities to learn well. The small team of teachers work effectively with key workers, who take responsibility to provide a wide range of activities that enable children of all abilities to make progress in the different areas of learning. Staff share good expectations of children and encourage them to join in practical activities and discussions. Staff with bilingual skills make a valuable contribution to teaching, enabling those at the early stages of learning English to make rapid progress. Staff use early assessment information well to plan a range of activities. Occasionally some staff do not expect enough of children of all abilities, including the more able children, and especially in their early writing.

The outdoor learning environment is particularly attractive, well resourced and stimulating. The staff put a lot of emphasis on children choosing the activities they want to pursue in order to build their independence and confidence, which initially are very limited. Staff monitor what the children do carefully and are aware that many boys in particular often choose to spend large parts of the day outside. Therefore there are also other activities that children are encouraged to be a part of, and which develop a range of skills. This is particularly effective in one to one or

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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small group activities led by senior staff, who use questions very well to encourage children to explain what they think and find out.

The excellent care of children of all ages makes a major impact on their personal development. This is seen, for instance, in the sheer joy of the babies group who, after playing with clay, hugely enjoy sitting fully clothed in individual baths and responding to the fun of splashing water. There is a lot of personal warmth shown to the children and their parents. This was well illustrated in the group for two- and three-year-olds when children new to the setting were a little upset when their mothers left. Cuddles and support helped the children overcome their initial unhappiness and start to settle well. Children with additional needs such as hearing impairments are very well supported, enabling them to make considerable progress.

*These are the grades for the quality of provision*

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets children’s needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

### How effective are leadership and management?

The headteacher is clearly helping to move what was already a successful setting even further forward. Her vision, clarity of judgement and understanding of the strengths and areas for further development are driving improvement. She is ably supported by senior staff, with particular success in developing the curriculum and providing high quality support for children with special educational needs and/or disabilities. The leadership and management of teaching and learning are good. The setting is developing further opportunities for continuing professional development for all staff, including those who have recently changed their roles and become key workers. Senior staff have recognised a shortfall in resources for ICT and earmarked some of the considerable underspend in the current budget to be allocated to computers and training for all staff.

The links the nursery has with parents and other groups are outstanding. The work done with a very wide range of external agencies is especially successful in supporting vulnerable children and their families. The whole staff team are highly effective in promoting equality of access and opportunity for the whole school community. This is seen in the links with groups of mothers whose children are due to start school. This encourages children to leave the family home and mothers to develop a greater involvement in their children’s learning. The school actively promotes cohesion between the different groups in the local and wider community that has a very positive impact on the lives of the children and their families.

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Governance of the setting is good. Governors take their responsibilities seriously. They meet regularly and are well informed of what happens in the nursery. Their role in monitoring and evaluating the effectiveness of the work of the nursery is generally effective. However, safeguarding procedures are no more than satisfactory. Checks are appropriately made of those who help in school, but they are not rigorous enough to be sure that all details are fully covered.

*These are the grades for leadership and management*

The effectiveness of leadership and management in the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

## Views of parents and carers

The small number of parents who responded to the inspection questionnaire and those spoken to during the inspection are unanimous in their appreciation of what the nursery provides. As one parent notes, 'The staff here are really great not just with the kids but with the parents also.' Parents rightly believe that staff care for their children very well and give them help and support when this is needed. They strongly believe that their children are kept safe and that they enjoy their time here. Few areas for improvement were identified by parents.



## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adderley Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspector received 14 completed questionnaires by the end of the on-site inspection. In total, there are 125 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	71	4	29	0	0	0	0
The school keeps my child safe	11	79	3	21	0	0	0	0
The school informs me about my child’s progress	7	50	7	50	0	0	0	0
My child is making enough progress at this school	8	57	6	43	0	0	0	0
The teaching is good at this school	10	71	4	29	0	0	0	0
The school helps me to support my child’s learning	7	50	7	50	0	0	0	0
The school helps my child to have a healthy lifestyle	8	57	6	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	64	4	29	0	0	0	0
The school meets my child’s particular needs	8	57	5	36	0	0	0	0
The school deals effectively with unacceptable behaviour	6	43	6	43	0	0	0	0
The school takes account of my suggestions and concerns	8	57	6	43	0	0	0	0
The school is led and managed effectively	8	57	6	43	0	0	0	0
Overall, I am happy with my child’s experience at this school	11	79	3	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



28 September 2009

Dear Children

Inspection of Adderley Nursery, Saltley, B8 1HN

Thank you very much for looking after me when I visited your nursery and for helping me to find out about all the things that you do there. I enjoyed chatting to you in the different activities you take part in and at lunchtime. I would like to share with you some of the things I found out while I was with you.

I think you have a lot of fun at nursery and I particularly liked to see all the babies laughing when they climbed into the baths after they had used the clay. I also enjoyed seeing you all playing in the exciting outdoor area. I believe that your nursery looks after you very well and provides you with a good education. You are all making good progress and some of you are learning a lot. I think Mrs White leads the nursery very well and has lots of ideas about how things can improve even more.

I was pleased to see that you behave very well, know how to keep yourself and your friends safe, and understand that eating fruit and vegetables helps you to be healthy. I think the staff really like working with you, care for you very well - especially if you are a bit unhappy - and give you lots of help when you need it.

I think there are just two things the nursery could do even better. First of all I would like the staff and governors (who are the people who help to decide what happens in the nursery) to make sure that they keep a more careful record of all the checks made of people who work with you. I also think you need more computers to help you learn even more.

All of you can help your nursery too by making sure that you come to school regularly. Please also remember to try hard all the time, especially with your writing, to give yourselves the best chance for the future.

Yours faithfully

Sue Hall  
Lead inspector

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