

# Ogley Hay Nursery School

## Inspection report

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<b>Unique Reference Number</b>	104141
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	336243
<b>Inspection dates</b>	25–26 February 2010
<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>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	54
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Gosling
<b>Headteacher</b>	Margaret Turley
<b>Date of previous school inspection</b>	6 June 2007
<b>School address</b>	Brickiln Street Brownhills Walsall WS8 6AU
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent 65% of the inspection time observing four teachers in 11 lessons. They held meetings with the Chair and vice-chair of the Governing Body, various members of staff, as well as speaking with parents and carers and children. They observed the school's work, and looked at a range of documentation including lesson planning, assessments of children's progress, the school's development plan, policies, monitoring documents and governors' minutes. They also took account of the 15 responses received from parents and carers to the inspection questionnaire.

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

- the progress of different groups of children in acquiring basic skills of speaking and listening, reading and writing through engagement in play activities
- the contribution of leadership and management in improving the quality of teaching and learning and in evaluating provision
- the effectiveness of the governing body in gaining an independent view of the nursery's effectiveness.

## Information about the school

Since the last inspection, the nursery has become part of the Brownhills Children Centre and offers 'wrap-around' care for up to 12 children from 8.00 am to 6.00 pm on a flexible basis. During the time of the inspection, two children attended the full extended session with eight children accessing flexible care. Children are mostly from White British backgrounds. There are currently five children on the special educational needs register. The nature and range of their difficulties are associated with language acquisition. The nursery is being led and managed by the assistant headteacher during the absence of the headteacher.

**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

This is a good nursery. There are outstanding features in the excellent progress children make in speaking and listening, and in personal, social and emotional development. Children have outstanding awareness of keeping safe due to excellent care, guidance and support and very robust safeguarding procedures. Their behaviour is exemplary because they love learning. Partnership with parents and carers is exemplary. 'The staff are fantastic, they go above and beyond their paid duty to ensure my child's happiness and welfare,' and 'This nursery has helped me gain my confidence to seek employment, I'm a much better parent for having sent my child here,' are typical views of delighted parents and carers. The seamless approach of the nursery and children's centre in giving parents and carers access to all the help they need results in a harmonious community.

The cornerstone of the nursery's success is the deep belief of these teachers that education can improve all children's life chances. Children join the nursery with attainment that is below that seen of most three-year-olds. Through good teaching and a well thought out curriculum both indoors and outdoors, children achieve well, make good progress and attain the levels expected for their age in all areas of learning. The classroom is a hub of imaginative activities. Children write in shaving foam and sand and respond to Mr Wong's (an imaginary client) request to provide dragon decorations for a Chinese New Year party. Parents and carers say, and inspectors agree, that staff know each child as a unique individual and work hard to meet their needs. Children's good awareness of achieving economic well-being is developed by a varied range of visits and visitors from different professions, such as the police and fire service, which strengthens links with the local community well.

All children, including those with special educational needs and/or disabilities, make good progress but, at times, more capable children could be achieving even more. While assessment procedures are robust, sometimes information from them is not used to challenge the most capable children, especially in developing correct letter and number formation.

Children know what constitutes healthy eating; they know that fruit is good for you and thoroughly enjoy their milk, especially when the bubbles pop. Children have good attitudes to learning because their interests and curiosity are fired up by the many exciting outdoor-learning opportunities. 'The Potions Corner', where perfume is made using flower petals, herbs and rain water, is just one example of the creative learning that takes place outdoors. Children's spiritual, moral, social and cultural development is good. Children watch chicks hatch, they own up if they have done something wrong and they take turns and share toys, but there are missed opportunities to learn about multicultural Britain.

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Good opportunities for promoting equality of opportunity, community cohesion and tackling discrimination are at the heart of everything this nursery does. There are good opportunities to learn about the local community, but opportunities to learn about the wider community are less well developed, even for very young children of this age.

Leadership and management are good. Staff and governors have planned carefully to ensure that the nursery meets the needs of the community. Self-evaluation is accurate and governors execute their statutory duties well, but not all of them are involved in securing independent views of the nursery's provision. The nursery has good capacity for improvement, as evidenced by the outstanding progress made in speaking and listening, an issue identified for improvement in the previous inspection report.

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

- Ensure that information from assessment is used regularly to challenge more capable children, especially in providing more opportunities for them to form their letters and numbers correctly.
- Ensure that children have more opportunities to learn about different cultures and communities in multicultural Britain.
- Encourage governors to secure more independent views about the quality of provision.

**Outcomes for individuals and groups of children****2**

Children enjoy and achieve well because they are encouraged at all times to do their best. Their good achievement in all areas of learning ensures that they are well prepared for Reception classes. Children demonstrate that they know how to play exceptionally safely, for example they are able to warn one another of the dangers of coming down the slide too quickly. They have good awareness of healthy lifestyles, washing their hands before eating and enjoying activities in the fresh air.

Children's personal, social and emotional skills develop at a rapid rate because of very good relationships with staff. Children's physical development is encouraged when they use scissors to cut intricate patterns and explore the feeling of foam and spaghetti with their fingers. In the builders' yard in the outdoor area, children stack bricks and demonstrate good coordination skills when moving wheel barrows. Children's good skills of creativity were enhanced by work undertaken with an artist who helped them decorate cardboard trees with a variety of materials. Children contribute well to the community by visiting the old people's care home three times a year; they are also regular visitors to the shops on the High Street. Attendance is satisfactory and the nursery works very well with parents and carers at improving punctuality.

*These are the grades for children's outcomes*

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

## How effective is the provision?

Strong teamwork, very good subject knowledge, robust observations of children's learning and well-focused questioning skills are characteristics of good teaching which, in turn, enable children to make good progress. Staff have high expectations as children are encouraged to 'reach for the stars.' 'Come on, you can do it!' is the sort of frequently heard intervention in the classroom. Detailed assessment of children's progress supports their learning, but there are times when more capable children are not being sufficiently challenged.

Good curriculum planning with plenty of opportunities to promote communication, language and literacy, problem solving, reasoning and numeracy result in children wanting to try new things. Children with special educational needs and/or disabilities are encouraged at all times through very effective use of praise and they make good progress.

Care, guidance and support are outstanding because every child is well known to staff and welfare arrangements are very good. The nursery ensures that everyone engages at their level and experiences a high degree of success.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
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<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The acting headteacher has done a sterling job at winning over staff to embed her and the absent headteacher's very high expectations for the nursery. Self-evaluation is good. Regular reviews of children's progress, coupled with good monitoring of teaching and learning, lead to equality of opportunity for all children. 'We have to get it right for the children,' is a common mantra in staff meetings.

Systems for safeguarding are excellent. Child protection and safeguarding procedures are robust and all required risk assessments and checks are carried out regularly. The governing body fulfils its statutory duties well. Governors have worked exceptionally hard at ensuring that the nursery is an integral part of the children's centre and communication systems are of the highest order. Partnerships with primary schools, social workers and cluster groups are outstanding and contribute to children's good learning. The nursery's community cohesion action plan is very well focused on the needs of the local community but plans for national and global links are less well developed.

Partnerships with parents and carers are excellent and the nursery is seen as the focal point of the community. 'This nursery has been my lifeline,' said one delighted parent. Many parents and carers come and ask staff if they are 'doing it right', a sign of the trust and high esteem in which they hold the staff.

Value for money is good as children achieve well in relation to their prior attainment and money is spent wisely.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parents and carers are very supportive of the nursery and value greatly what it provides for them and for their children. They say that children are very happy and learn well. A very small minority of parents and carers want more information on their children's progress and a few think that behaviour could be better. Inspectors found that the open-door policy enables parents and carers to come and talk to the teachers whenever they need to and that behaviour is excellent. Nevertheless, the nursery is currently reviewing its present provision for parental consultations to ensure that it is more frequent in order to meet parental demand.



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

Ofsted invited all the registered parents and carers of children registered at Ogley Hay Nursery School 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 13 statements about the school.

The inspection team received 15 completed questionnaires by the end of the on-site inspection. In total, there are 54 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	80	3	20	0	0	0	0
The school keeps my child safe	13	87	2	13	0	0	0	0
The school informs me about my child's progress	8	53	5	33	2	13	0	0
My child is making enough progress at this school	11	73	2	13	1	7	0	0
The teaching is good at this school	12	80	3	20	0	0	0	0
The school helps me to support my child's learning	10	67	3	20	2	13	0	0
The school helps my child to have a healthy lifestyle	12	80	3	20	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)	8	53	3	20	0	0	0	0
The school meets my child's particular needs	10	67	3	20	2	13	0	0
The school deals effectively with unacceptable behaviour	8	53	4	27	2	13	0	0
The school takes account of my suggestions and concerns	7	47	6	40	2	13	0	0
The school is led and managed effectively	10	67	5	33	0	0	0	0
Overall, I am happy with my child's experience at this school	11	73	4	27	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 its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. 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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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 child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
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 children 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 children.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 March 2010

Dear Children

Inspection of Ogle Hay Nursery School, Walsall, WS8 6AU

Thank you for making us feel so welcome when we visited your nursery. Here are some of the things we found out about it.

- The nursery is good. You make outstanding progress in speaking and listening and personal, social and emotional development. You make good progress in your learning and can do things that are expected of children of your age.
- Your behaviour is exemplary; you have good attitudes to learning and are well prepared for the Reception class.
- Your teachers look after you exceptionally well and you have excellent knowledge of staying safe. Well done for walking so carefully around the nursery! You know many things about healthy eating and your contributions to the community are good.
- Your parents and carers are very pleased with what the nursery offers.
- All the staff work together very well to plan exciting activities. I hope that Mr Wong gets your dragon decorations in time for the Chinese New Year party.
- Your acting headteacher leads the nursery well. She and the governing body are constantly checking that you have what you need for learning.

We have asked your headteacher and governing body to:

- help you get even better at learning by ensuring that those of you who find learning easy are given more opportunities to form your letters and numbers correctly
- give you more opportunities to learn about children from different cultures and nationalities who live in the United Kingdom.

We wish you all the very best for the future and please thank your parents and carers for telling us about what they think about the nursery.

Yours sincerely

Bogusia Matusiak-Varley

Lead inspector

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