

Eastfield Nursery School

Inspection report

Unique Reference Number	104280
Local Authority	Wolverhampton
Inspection number	336274
Inspection dates	22–23 June 2010
Reporting inspector	Bogusia Matusiak-Varley

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Kath Rogers
Headteacher	Jennifer Baker
Date of previous school inspection	20 February 2007
School address	Griffin Street Off Willenhall Road Wolverhampton
Telephone number	01902 558140
Fax number	01902 558141
Email address	eastfieldnurseryschool@wolverhampton.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed; six early years practitioners were seen teaching a range of activities; meetings were held with the headteacher, the special educational needs co-ordinator, parents, carers and governors. Inspectors observed the school's work, and looked at policies, information regarding children's progress, documentation regarding safeguarding, behaviour and first aid provision. Extended day care was observed for those children whose parents and carers chose extended provision. Eighteen questionnaires from parents and carers and seven from staff were analysed.

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

- how well the nursery has maintained and developed aspects of its outstanding provision since the previous inspection
- how well present provision meets the needs of all groups of children in developing their basic skills of early reading, writing and number
- how well teachers use information to plan tasks to meet children's needs
- how well the governing body acquire an independent view of the school.

Information about the school

The nursery is part of the children's centre which is subject to a different inspection. There are 20 children attending flexible extended day care on parental request. Over half of the children attending the nursery are of White British origin, the remainder are of Asian, Indian and Black Caribbean origin. Approximately 30% of children are eligible for free school meals; this is well above average. A very small number of children (4%) have special educational needs and/or disabilities, the nature being speech and language delay and behavioural issues. There are no children with a statement of special educational needs. The nursery received a Basic Skills Quality Mark 3 in June 2009.

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?

1

The school's capacity for sustained improvement

1

Main findings

The nursery continues to provide an outstanding quality of education which prepares children very well for their next stages of education. From a well-below expected level of skills on entry, especially in aspects of personal development, literacy and numeracy, children's achievements are outstanding for their age in all areas of learning and they exceed expectations of children of a similar age. Children are confident, happy learners and all groups make excellent progress in relation to their prior attainment. They love coming to nursery as demonstrated by their good attendance. 'The kids don't want to come home, they would stay here day and night if they were able to,' said one parent, speaking for many. 'They adore their teachers and cry if they have to miss a session through ill health,' said another parent.

Children's learning is outstanding because every second is capitalised on to ensure that they learn something new. Teaching is excellent. Teachers are very knowledgeable about children's learning but even the outstanding progress could be better if all teachers consistently used assessment information to meet the needs of the children in all activities undertaken.

Children's personal, social and emotional development is a strength because of the very warm, caring relationships between children and staff. Children are not afraid to have a go at most things because they know they will be supported. Behaviour is excellent and children get on well with one another. They know right from wrong and the outstanding contribution made by an artist in residence not only helps children discover their creative abilities but also contributes significantly to their outstanding spiritual, moral, social and cultural development. Children show high levels of independence and are very good at tidying up.

The curriculum is excellent and is a very good balance between children showing their teachers what they are interested in and teachers targeting activities to help develop particular skills, especially in literacy, numeracy and information and communication technology. Whether learning indoors, or outdoors in the very well-resourced playground or woodland, children stay absorbed in all that the nursery has to offer. Children have excellent opportunities to go to Kingswood Outdoor Centre and the local park to learn about nature and track down the wolf with anti-social behaviour who destroyed the three little pigs' house.

Children's very high levels of enjoyment and achievement are reflected in the outstanding books they write about themselves. These books are housed at the local library and read by members of the community; as a result, children grow in confidence as budding authors.

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Community cohesion is good. Children's contribution to the local community is outstanding but children do not know enough about the lives of children further afield. Children achieve excellent outcomes in achieving economic well-being because of the excellent teaching and learning. All adults make learning fun, use praise very effectively and facilitate children's independence by providing very secure routines and boundaries. Children feel very safe and happy to have a go at everything on offer.

Safeguarding arrangements and the care, guidance and support children receive are of the highest quality. The nursery is a very safe place and an oasis of calm for those children who have experienced turbulent lifestyles. Staff are exceptionally careful in ensuring that children are given excellent opportunities to develop their knowledge of healthy eating.

Leadership and management are outstanding at all levels. The headteacher, who is also in charge of the children's centre, has realised a vision of early provision of support and integrated services for the children, parents and carers. She has worked endlessly at forging links with agencies to guide parents to the help they need. Resources are deployed very effectively and governance is excellent. Governors have an independent view of the school and fulfil their statutory requirements. The nursery has excellent capacity for improvement as demonstrated by its ability to maintain and improve on the outstanding effectiveness identified previously. Self-evaluation is accurate.

What does the school need to do to improve further?

- Improve the excellent teaching and learning even further by ensuring that teachers use information from assessment consistently to challenge children in improving on best performance.
- Provide more opportunities for children to learn about the lives of children in other countries.

Outcomes for individuals and groups of children**1**

Excellent learning in this nursery is characterised by children having high levels of engagement in their undertakings, talking about their learning with their teacher and friends and wanting to find out more. 'Why do ladybirds fly?', 'Why do plants need sunshine?' and 'Why does soil mixed with water look like chocolate?' are just some of the children's fascinations with learning. These questions arise out of the very interesting activities that teachers set up both indoors and outdoors. Children with special educational needs and those who speak English as an additional language make outstanding progress and very quickly catch up with their peers. Teaching is always centred around the interest levels of children but, at times, insufficient reference is made to the very good data teachers have collected on children's learning to offer even further challenge to all groups of children. Children know about healthy lifestyles; in the role play areas they cook delicious food and know that cakes must not contain too much sugar. Children are very caring towards one another and are keen to take the register back to the headteacher. Relationships are outstanding. The very well structured

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curriculum, much enriched by an excellent range of visits and visitors, contributes to children's excellent personal development and well-being.

Children have excellent knowledge of keeping safe. There is no running in the nursery and children are very careful when they play on the climbing frame and mini-assault course outdoors. Children can express their feelings; this is because through art and drama, with the help of the artist in residence, they have experienced a wide range of emotions and have been taught how to name them. Children know the local community very well and are regular visitors to the library; they know about emergency services and the names of local shops. They have visited China Town in Birmingham and have undertaken some excellent attempts at Chinese writing. They make excellent gains in speaking and listening, writing and information and communication technology and they have outstanding team skills, constantly looking out for one another. This places them in very good stead for moving into the Reception class. The excellent provision for flexible extended day care enables parents and carers to get back to work.

Children's spiritual, moral, social and cultural development is outstanding. Children have very high levels of self-esteem and social justice and know right from wrong. They are highly valued by the staff for their uniqueness and they, in turn, respect one another.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	1
Children's achievement and the extent to which they enjoy their learning	1
Taking into account: Children's attainment ¹	2
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
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	1
The extent to which children develop skills that will contribute to their future economic well-being	1
Taking into account: Children's attendance ¹	2

¹ 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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The extent of children's spiritual, moral, social and cultural development	1
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How effective is the provision?

Children's excellent learning is the direct result of very high quality teaching which is evident in all activities. Teachers are very sensitive when intervening in children's learning and they are expert at building the excellent curriculum around children's needs and interest levels. Children sing, dance, act out roles and create the most wonderful pictures using a wide range of media. Teachers support children's thinking by offering suggestions on what they might want to do next and this sustains children's involvement in learning. Progress of different groups of children is tracked but, on rare occasions, this information is not used to challenge children further. Very good relationships are built up with agencies such as speech therapists and support agencies, and feeder schools. Community members and parents get immediate support as and when they need it. Parents and carers are invited to share children's learning journeys and they are very appreciative of home visits. Children are exceptionally well looked after. Care, guidance and support are excellent. Breakfast and after-school clubs contribute significantly to their well-being. Children are sensitively told by staff what they need to do in order to improve their work; this contributes to their very good progress.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching Taking into account: The use of assessment to support learning	1
	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 nursery is very well led and managed at all levels. The staff fully implement the headteacher's vision of ensuring that equality of opportunity underpins all activities because teaching and learning have been very effectively monitored. Parents and carers are invited to join in all activities and every opportunity is taken to help them become true partners in learning. The headteacher has been very successful in embedding ambition and drive by taking a very active part in the children's learning. She is often seen greeting parents, carers and children and catching up on daily incidents. 'She is not just a headteacher but a special friend,' said one parent. Staff get invited to birthday parties and family gatherings because they are all seen as members of a big happy family. Safeguarding procedures are exemplary; they are very well understood by parents and carers and are rigorously adhered to. Community cohesion is good. It is

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outstanding at local level as the nursery is at the heart of the community. However, there are some missed opportunities to develop links with the global community. Governance is outstanding; the governing body devote their time to ensuring statutory requirements are met and asking searching questions on how previous best performance can be further improved upon.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents are overwhelmingly supportive of the nursery. They know that their children are happy and safe and they think that their children make very good gains in learning. Parents say that the nursery meets the children's needs and that their children have a very good start to learning. A very small minority of parents expressed concern about how children's behaviour is handled. Inspectors found no evidence to suggest that behaviour was not dealt with effectively. The school's excellent management of behaviour has a very positive effect on those children with problematic behaviour; furthermore parents are given advice on how to manage behaviour at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Eastfield 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 18 completed questionnaires by the end of the on-site inspection. In total, there are 97 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	67	6	33	0	0	0	0
The school keeps my child safe	11	61	7	39	0	0	0	0
The school informs me about my child's progress	11	61	6	33	1	6	0	0
My child is making enough progress at this school	9	50	9	50	0	0	0	0
The teaching is good at this school	13	72	5	28	0	0	0	0
The school helps me to support my child's learning	11	61	7	39	0	0	0	0
The school helps my child to have a healthy lifestyle	11	61	7	39	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	44	9	50	0	0	0	0
The school meets my child's particular needs	9	50	9	50	0	0	0	0
The school deals effectively with unacceptable behaviour	9	50	7	39	2	11	0	0
The school takes account of my suggestions and concerns	8	44	10	56	0	0	0	0
The school is led and managed effectively	9	50	7	39	1	6	0	0
Overall, I am happy with my child's experience at this school	11	61	7	39	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of children. ■ The quality of teaching. ■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



Dear Children

Inspection of Eastfield Nursery School, Wolverhampton, WV1 2HH

Thank you for being so very helpful to us when we visited your nursery. You attend a fantastic nursery, your progress is outstanding in all areas of learning and you are very well prepared to go into Reception class.

You are very well behaved, have excellent attitudes to learning and are very good at asking your teachers for help when you need it. You enjoy breakfast and after school club and, at all times, you are very kind to one another. Teaching in your nursery is excellent and you like your teachers. You make very healthy choices when presented with food and you know a lot of things about the festivals of your friends. You are brilliant at art work and your books are very well illustrated. I'm sure that the people in the library really appreciate them. You are very creative and you have done some outstanding drama with the artist in residence. I do hope that you catch the wolf and give him a jolly good telling off. Your Chinese writing is excellent. You have high levels of independence, you tidy up nicely and really enjoy playing in your forest. You know how to stay safe and are very careful in the playground when you are on your bikes.

We have asked your teachers to make this outstanding nursery even better by always using information from their observations on your learning to make tasks even more challenging for you. We have also asked them to give you opportunities to learn about children's ways of life in other countries. All of you can help by telling your teachers if some of the work you get is a bit too easy for you and asking them to tell you more about the lives of children in other countries.

We wish you all the best in your education.

Yours sincerely

Bogusia Matusiak-Varley

Lead inspector

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