

# Bushbury Nursery

## Inspection report

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<b>Unique Reference Number</b>	104285
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	336276
<b>Inspection dates</b>	14–15 December 2009
<b>Reporting inspector</b>	Nina Bee

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 of pupils on the school roll</b>	76
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Trish Prescott
<b>Headteacher</b>	Heidi Bullock
<b>Date of previous school inspection</b>	1 July 2007
<b>School address</b>	Bushbury Lane Bushbury Wolverhampton
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited four sessions and held meetings with staff, governors and parents. They talked to children, observed the nursery school's work, and looked at policies, internal monitoring evidence, and information concerning children's progress, and safeguarding documentation. 20 parental questionnaires were analysed along with 13 staff questionnaires.

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

- whether children's progress was better in some areas of learning than others
- if the nursery school's judgement of outstanding for care, guidance and support could be substantiated
- how effectively the staff and governors have addressed the issue of community cohesion, especially in terms of reviewing and monitoring the provision.

## Information about the school

The nursery offers part-time education for the children on its roll. Two full-time, enhanced provision places are also provided for children from a local special nursery school. The proportion of children who are identified with special educational needs and/or disabilities is slightly above average. Most children come from White British backgrounds. The nursery school provides Stay and Play sessions and courses for parents with babies and toddlers which are funded by Children in Need. An acting headteacher has been in place since September 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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This delightful nursery provides a good quality of education for children. The way relationships are quickly developed between nursery and home is exemplary. Consequently, parents are extremely supportive of all that is done in enabling their children to settle and acquire a thirst for learning through play. Each day starts really positively with parents welcomed and adults being available if anything needs to be discussed. Attendance is good and children cannot wait to get started at each session. One parent wrote, 'I am so pleased my child has a place in this nursery. The staff are wonderful and it is a fantastic experience for both of us.' Another added, 'All children are made to feel special.'

Children develop good personal and social skills because all adults have high expectations of them with regard to being kind and considerate towards each other and learning how to work in small groups as well as developing the skills needed to work alone. They quickly gain confidence and then are eager to try new experiences. Children are well looked after and cared for. On entry to the nursery, children's levels of attainment are below those expected for their age, particularly in relation to the development of speaking and communication skills. By the time they leave, most children reach the levels expected for their age. This represents good achievement in all areas of learning. Adults are very aware of children's individual needs. Children with special educational needs and/or disabilities are sensitively supported and achieve well. Higher attaining children are effectively challenged and so make similar progress to their classmates. The well-planned curriculum promotes all areas of learning effectively. An outstanding feature is the way the nursery links with interesting visitors such as artists and musicians, who are then invited into the nursery. In addition, visits out, for example into the local town or nearby farm enable children to learn about places near to where they live and listen to the sounds in different environments. The nursery has developed excellent links with others in the local community and further afield which benefit all children.

Staff and governors have an accurate understanding of the strengths and areas for development in the nursery. The health and safety of children is taken seriously. As a result the nursery is a safe and secure environment, even though not all formal procedures and practices relating to safeguarding are well established. For example, the monitoring of policies and practices is not rigorous enough and not all staff are aware of a few practices that have only recently been put in place. Children's progress is regularly tracked and additional support is given where necessary. The acting headteacher acknowledges that not all adults are fully involved in this process. Plans are now in place for staff to develop and improve their system further by being more rigorous in

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monitoring and tracking all children's progress. The issue from the last inspection relating to offering children more opportunities to write has been successfully addressed. Well-planned activities which promote the acquisition of early writing skills were observed during the inspection. The acting headteacher has made some rapid improvements since her appointment. She quickly identified what was needed to improve further, such as a clearer policy regarding some aspects of safeguarding and the induction of new staff. Governors are now more accountable for recording their monitoring visits. In addition, the nursery has been successful in recruiting three new governors. Staff morale is high and all adults contribute to the good progress that these young children make. These successes indicate that the nursery has a good capacity to improve further.

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

- Sharpen staff skills in collating and monitoring information on children' progress in order to further support their evaluation of how individuals and groups of children are doing.
- Tighten up the procedures and practices relating to safeguarding by:
  - ensuring that the monitoring of policies and practices is more rigorous
  - checking that all staff are made aware of those recently put in place.

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

Adults have a good understanding of each child's individual needs. This, along with the excellent relationships they develop with the children, contributes to the good progress that all children, including those with special educational needs and/or disabilities and higher attaining children make. Whether children are involved in an adult-focused activity or one which they choose themselves, they thoroughly enjoy all that is offered to them. Children were seen to be learning well as they sat quietly by themselves, totally engrossed in the books they had chosen to look at. They develop a good awareness of how to treat books and the difference between the text and the pictures. Others were seen working effectively together and achieving well, as they reinforced and developed their computer skills, as well as basic numeracy skills, using the interactive whiteboard. Children have many opportunities to take part in such activities and so, use this resource confidently and expertly. Many activities promote the development of early writing skills and children were seen making marks on paper and drawing pictures of African land snails with much enjoyment and enthusiasm. As older children are shown how to write their names they are encouraged to use the correct letter formation, although at times the model they copy from is not large enough. Children's understanding of the importance of eating healthily is generally reinforced well during snack times each day. Adults do not always effectively promote the need to eat at the beautifully set table and occasionally, children walk around eating snacks. Those who bring packed lunches talk about foods that are good for them like 'juicy grapes' and develop polite table manners and good social skills as they eat their lunch.

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Children have good opportunities to develop physically by taking regular exercise and using the outside area. Very occasionally adults do not remind children about the dangers of having small items scattered on the floor. As a result, children were seen walking over small objects instead of picking them up. Children use resources such as scissors, plastercine and computers safely and sensibly. Behaviour is always at least good and often excellent. When children are designated the 'special person' for the day, they take the little jobs they are given very seriously. Children are given many opportunities to begin to become aware of the celebrations and traditions of others. For example, they have recently learnt about Divali and are now preparing enthusiastically for Christmas. Children were seen confidently acting out the nativity story whilst being well supported by an adult. Spiritual, moral, social and cultural development is good.

*These are the grades for children's outcomes*

<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>2</b>
<b>Children's behaviour</b>	<b>2</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>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teamwork amongst the adults is excellent and they have a good understanding of how young children learn. Information on how well each child is progressing is regularly

<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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collected. This helps them to plan activities that meet the needs of all children and provides most adults a satisfactory understanding of each child's rate of learning. However, not all adults are involved in collating and monitoring information on the progress of all individuals and groups of children. All adults contribute well to the good learning that takes place in the classroom and in the secure and safe outside area. Activities take into account the interests of the children and promote independence effectively. Because of this, children develop positive attitudes and learn well. A particular strength is the way adults skilfully interact with children to move them onto the next stage of learning. For example, when an adult saw a child struggling to write his name, she immediately went over to him and suggested he went and got his name card out to help him.

Good induction systems are in place to ensure that children settle into the nursery and transfer to their next school. Children work in 'home groups' with a key adult allocated to each group. This makes sure that children get to know their key adult and develop the confidence to turn to them if they have a problem. The nursery links very well with external agencies to make sure that children with specific needs are effectively cared for and so able to take part in all activities offered. Parents are offered 'stay and play' sessions which focus on pre-nursery aged children. These are greatly appreciated by the parents who attend.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	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>2</b>

**How effective are leadership and management?**

The acting headteacher has risen to the challenge and done a good job in a short amount of time, particularly by identifying the most important issues to be addressed to move the nursery forward. Staff and governors are all ambitious for all children to achieve their best. They all promote equality well by working effectively together to ensure that individual needs are met. Consequently, children thoroughly enjoy their experience each day. The curriculum promotes community cohesion well by ensuring that children have many opportunities to begin to become aware of different cultures and traditions. A clear action plan has been recently developed. The acting headteacher acknowledges that not enough has been done to evaluate the considerable amount of work done in this area, or the impact it has on the children. Governors are well involved in the work of the nursery. As a result, they are in a good position to effectively support

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and challenge when needed. At the time of the inspection, health and safety procedures, including those for safeguarding met government requirements. Staff and governors work competently together to ensure that children learn and play in a secure and safe environment.

*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>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	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>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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The parents who returned questionnaires, including those who took the time to write positive comments and the many parents who spoke to the inspector unanimously agree that the nursery does a good job. Parents are confident that their children are taught well, make good progress and are well looked after and cared for. Inspectors fully endorse the views of the parents. Discussions with parents indicate that they are well informed about how their children are progressing and feel that all adults are very approachable and that any concerns or worries are quickly sorted out.



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

Ofsted invited all the registered parents and carers of children registered at Bushbury 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 13 statements about the school. The inspectors received 20 completed questionnaires by the end of the on-site inspection. In total, there are 76 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	95	1	5	0	0	0	0
The school keeps my child safe	19	95	1	5	0	0	0	0
The school informs me about my child's progress	13	65	7	35	0	0	0	0
My child is making enough progress at this school	12	60	8	40	0	0	0	0
The teaching is good at this school	15	75	5	25	0	0	0	0
The school helps me to support my child's learning	13	65	7	35	0	0	0	0
The school helps my child to have a healthy lifestyle	12	60	8	40	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	45	7	35	1	5	0	0
The school meets my child's particular needs	14	70	6	30	0	0	0	0
The school deals effectively with unacceptable behaviour	13	65	6	30	0	0	0	0
The school takes account of my suggestions and concerns	13	65	7	35	0	0	0	0
The school is led and managed effectively	16	80	4	20	0	0	0	0
Overall, I am happy with my child's experience at this school	18	90	2	10	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.**



16 December 2009

Dear Children

Inspection of Bushbury Nursery, Wolverhampton, WV10 8JP

We had a lovely time when we came to visit your nursery just before Christmas. It was nice to see you enjoying acting out the story of when Jesus was born. It was great to see you all playing so nicely together as you learnt. Your behaviour is good and at times excellent. Your parents think that you are well looked after and cared for and go to a good nursery. We agree with them.

These are the main things we found out about your nursery

As a result of good teaching, you all get off to a good start and learn well.

You learn lots about eating foods that are good for you. I saw some really healthy packed lunches with some delicious juicy grapes.

You get lots of exercise when you play in your safe and secure outside area.

You are lucky that the teachers organise interesting visits to other places, which make learning even more fun than usual.

Teachers also arrange for interesting visitors to come in to work and play with you. You looked like you had so much fun when the artist came in and you made pylons and other structures.

Your nursery is led and managed well.

We have asked the nursery to do two things to improve the education you receive

Make sure that adults regularly check the documents they write and that all staff are aware of what is in them.

Make sure that all the adults are using the new system for checking how well you are doing, so that everyone understands how it works.

Don't forget, always try to do your best and keep smiling as you learn.

Best wishes

Nina Bee

Lead inspector

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