

# Grosvenor Nursery School

## Inspection report

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<b>Unique Reference Number</b>	105144
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	336432
<b>Inspection dates</b>	7–8 December 2009
<b>Reporting inspector</b>	Diane Auton

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>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elsie Rigby
<b>Headteacher</b>	Mrs M Vickers
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Lord Street Kearsley Bolton BL4 8AR
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## Introduction

This inspection was carried out by two additional inspectors, one of whom focused solely on the quality of safeguarding. The inspectors observed a range of the learning activities in which children take part and held meetings with governors, staff, groups of children, and a small group of parents. They observed the school's work, and looked at data about children's progress and attainment and the school's planning documents, policies, procedures and records. They reviewed information provided by parents in the parental questionnaires that were returned.

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

- the pace and continuity of children's progress in the areas of learning
- the effectiveness of provision in the nursery in ensuring children's welfare and enabling them to make progress in learning
- the impact of leadership and management, including governors, on attainment, achievement and progress.

## Information about the school

This is an average size nursery. Most children come from White British backgrounds, with a small proportion from other heritages including a very small number of children who are learning English as an additional language. The proportion of children with special educational needs and/or disabilities is large in comparison with most other schools. Eight places are resourced by the local authority for children with severe or complex needs. The nursery offers full and part-time places, with precise provision matched to the needs of families and children.

The school shares its site and works in partnership with a children's centre as the hub of extended services for families in the area. The children's centre was not inspected during this visit and is subject to a separate inspection from Ofsted.

The nursery provides a day-care centre, which occupies part of the premises and offers extended care for children from birth to under 5 years of age and from 8 am until 6 pm for 51 weeks of the year. Children over the age of 3 are integrated into the nursery. Staff who care for these children work as part of the nursery school staff team. The day-care centre employs 14 staff members, including the manager, all of whom hold appropriate early years qualifications. In this centre there are currently 55 children on roll.

The nursery is an Investor in People. It also holds the Healthy Schools Award and the Basic Skills Quality Mark.

**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 last inspection identified a number of significant strengths in the nursery's work; since then, the school has continued to develop and improve and its overall effectiveness is now outstanding. The nursery enables children to make exceptionally good progress, often from very low starting points. It is a magical place for children and in its stimulating, caring, supportive and highly inclusive environment, they thrive and develop enthusiasm for learning.

From their earliest years, children love coming to the nursery. Those who have attended the day-care centre as babies or toddlers have often started to make friendships there and are already comfortable and secure in the setting. Those who start later settle in quickly because of excellent induction procedures. They become thoroughly involved in the activities provided for them, because staff ensure that these are firmly based on children's interests and needs. As a result, children make excellent progress. By the time they leave nursery, most children have reached or exceeded expected levels of attainment for their age group and are well on their way to meeting the goals set for the end of the Early Years Foundation Stage.

Children achieve particularly well in their personal, social and emotional development. Their welfare is exceptionally well provided for so that they feel safe and secure at all times. There is a clear focus on developing children's confidence and self-esteem. Their achievements are celebrated, praised and encouraged, with parents drawn into the process of assessing how well their children are doing. For example, parents help staff to draw up learning targets for their children and take part in reviewing their progress towards them. Children's learning milestones are recorded in well-presented 'learning journey' folders that are always accessible for children and parents. The children love to chat about the photographs and work samples in their folders and can point out how their skills are improving. Children with additional learning, language or physical needs are identified promptly and supported extremely well. This enables them to have full access to nursery activities and to make very good progress in relation to their abilities and starting points.

Outstanding leadership continues to inspire an excellent leadership team. They successfully ensure staff and governors develop the skills and commitment that underpin and maintain the high quality provision. Self-evaluation is extremely good because of the ongoing focus on refining and adjusting provision to meet children's changing needs. This is seen, for example, in the current drive to support improvements in children's mathematical development, in which progress is currently good, but in which starting points are lower than in the other areas of learning. This means the nursery is exceptionally well placed to maintain the excellent quality of education and

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care it consistently provides.

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

- Address issues around children's relatively lower attainment in their mathematical development by providing enhanced opportunities for them to use their numeracy skills to solve problems.

### Outcomes for individuals and groups of children

**1**

Most children enter nursery with skills well below those typical for their age, and with a significant proportion having additional learning or language needs. Despite this, children of all abilities are happy learners, full of enthusiasm for nursery activities, engaged and eager to participate. They make rapid progress in their personal and social development and in establishing early literacy and numeracy skills. In 2009, more than half of the children exceeded age expectations in literacy and in their personal, social and emotional development. Because children typically start nursery with little mathematical awareness or understanding, their attainment in this area is not as high as in literacy, even though they progress well. All the children, including those with special educational needs and/or disabilities and those who are learning English as a new language, develop increasingly effective communication skills. This enables them to have thoughtful discussions with each other and with adults. Those with severe or complex needs develop the confidence and ability to communicate, in relation to the severity of their needs, sometimes through learning to sign.

Children are extremely secure in the setting and enjoy trusting relationships with the very caring staff. The setting's effective routines enable them to establish good and improving self-help and independence skills. Children's behaviour is extremely good. They are considerate and they clearly greatly enjoy playing and learning together. Children use equipment and resources safely and know when to wash their hands. They enjoy healthy snacks and lunches and can talk about foods that are good for them. They love being the 'helper of the day' and carrying out responsibilities in their learning group. Children show rapidly improving physical confidence and control in their play both indoors and outside. They make very good progress in their physical development because activities are carefully planned to match children's needs. Children show a real interest in literacy activities. They love looking at books and listening to stories. They enjoy identifying letters and their sounds and are keen to try out these new skills in writing activities. Children show that they can concentrate for extended periods; this is because they become absorbed in activities which interest and engage them. Their attendance is good, reflecting the nursery's excellent partnership with parents and carers. All of these factors indicate that children are prepared extremely well for the next stage in their education.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</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>Children's achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Children's attainment <sup>1</sup>	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
<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>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</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>1</b>

## How effective is the provision?

Skilled practitioners work as a very effective team to achieve excellent outcomes for the children. Day care staff are very much a part of the team, working closely with their nursery colleagues to ensure that provision is coordinated between the settings. This contributes very well to the learning, development and welfare of those children who attend both settings. Warm relationships and exemplary organisation of routines ensure that children feel secure. Children with additional learning and language needs benefit greatly from teaching and support programmes tailored carefully to their individual needs, often delivered through small group teaching. Those who have complex and severe difficulties are enabled through these strategies to enjoy successful learning alongside their peers in a mainstream setting. Staff work particularly effectively with external specialists to ensure accurate ongoing assessment for this group of children during their time in the nursery. Provision for all of the children is planned meticulously, with evaluation and review inbuilt at each stage. This ensures that activities, both indoors and in the excellent outdoor areas, meet each child's needs exceptionally well. Assessment gives an excellent picture of individual children's progress. Learning activities are extremely well designed to capitalize on children's interests and promote high levels of independence. While there is a very good balance between activities chosen by the children and those led by adults, staff are always on hand to guide, support and encourage children to be active, independent learners. Excellent attention is

<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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given to ensuring that children are safe and free from harm at all times. Sensitive induction arrangements and excellent relationships between staff and parents help ensure pastoral care is of the highest quality. The support for children with particular needs and their families is of exceptionally high quality and is one reason why these children are very happy and make excellent progress. The staff work productively with a large number of external agencies and often takes a leading role in collaborative action to support individual families.

*These are the grades for the quality of provision*

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

### **How effective are leadership and management?**

An extremely strong team ethos embraces all staff and governors. They all wholeheartedly share the headteacher's clear vision for achieving the best possible outcomes for the children.

At the time of the inspection, safeguarding was seen to be given extremely high priority, with staff and governors showing excellent awareness of safeguarding issues and with highly effective procedures for child protection and assessing risk fully in place.

Leaders and managers know the school extremely well and are continuously seeking out ways to improve it even further by setting the highest expectations of themselves and the children, and by finding innovative ways to develop and enhance provision. Systems to ensure quality are exceptionally well organised; they are embedded in practice and all staff contribute to reflection and evaluation. Across the team there is a dedication to removing barriers to learning and celebrating the achievements of the children at every stage. As a result, the nursery is highly inclusive and is very effective in improving children's life chances and tackling discrimination. Staff are deployed very effectively to ensure excellent supervision at all times and also to support the development of innovative practice. This contributes extremely well to children's learning and development. Governors have a detailed knowledge of how well provision is working and individual governors work closely with the extremely effective headteacher, deputy headteacher and with other staff, to review and evaluate the impact of the various aspects of the nursery's work. This is instrumental in ensuring that provision is of high quality. Children and their families benefit greatly from the way the nursery reaches out to parents as partners in their children's learning and from the way it helps to ensure that different agencies work especially closely together. For example, the nursery

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regularly hosts case conferences on behalf of vulnerable children. The school promotes community cohesion actively and extremely well in a multitude of ways. These include its effective partnership with parents and the high standards of welfare and care it provides in the day-care provision. The school meets the needs of families well because of its excellent resourced provision for children with severe or complex needs, which serves the entire local authority area, and through its extensive community links. These include its student training activities, its very good relationship with the children's centre and links with other local schools. The school takes a leading role in the locality by fostering inter-agency work to promote children's health, welfare and learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	1
<b>The effectiveness with which the school promotes community cohesion</b>	1
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

## Views of parents and carers

Around a quarter of parents and carers responded to the questionnaire. All of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's outstanding overall effectiveness and reflects the school's extremely effective partnership with parents and carers.



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

Ofsted invited all the registered parents and carers of pupils registered at Grosvenor 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 inspector received 24 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	100	0	0	0	0	0	0
The school keeps my child safe	18	95	1	5	0	0	0	0
The school informs me about my child's progress	15	79	3	16	1	5	0	0
My child is making enough progress at this school	17	89	2	11	0	0	0	0
The teaching is good at this school	15	79	2	11	0	0	0	0
The school helps me to support my child's learning	17	89	2	11	0	0	0	0
The school helps my child to have a healthy lifestyle	17	89	2	11	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)	14	74	1	5	0	0	0	0
The school meets my child's particular needs	18	95	1	5	0	0	0	0
The school deals effectively with unacceptable behaviour	17	89	2	11	0	0	0	0
The school takes account of my suggestions and concerns	17	89	1	5	0	0	0	0
The school is led and managed effectively	18	95	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	19	100	0	0	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.**



9 December 2009

Dear Children

Inspection of Grosvenor Nursery School, Bolton, BL4 8AR

Thank you very much for the lovely warm welcome you gave to the inspectors when we visited your nursery. We came to see how well it is doing and how you are all getting on with your learning. We really enjoyed our visit. This is what we found out.

- Grosvenor is an excellent nursery. You learn lots of interesting things, you have great fun and there are plenty of exciting activities for you to get involved in.
- The grown-ups look after you extremely well. Your mums and dads think so too and they are very pleased with how well you are doing.
- You are very well behaved children. You are kind to each other and you play very well together. Well done! It was lovely to see how much you enjoy coming to nursery.

Your teachers all work very hard to make the nursery as good as it can possibly be. I've asked them to carry on finding ways to help you to do well, especially in your numeracy.

Keep trying hard!

With my best wishes to you and your families.

Yours sincerely

Mrs Diane Auton

Lead inspector

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